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## American Library Association

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# VERTICAL FILE SERVICE

A monthly and cumulated catalog of pamphlet material

# THE VERTICAL

## THE CATALOG

The Vertical File Service catalog is an annotated subject list of pamphlets, leaflets, charts, and mimeographed material, which libraries usually keep in vertical files. Examples of this free and inexpensive paper-bound literature are shown in the illustration on the foregoing page.

The central illustration shows several issues of the Vertical File Service catalog. The large cloth-bound volume is the three-year cumulation, from 1932 thru 1934, which lists about eleven thousand titles. The smallest are the issues which appear monthly except in August. These issues list from five to six hundred titles each month. The large paper-bound issues show the form of the mid-year and annual cumulations.

As suggested by the illustration, the use of pamphlet material is encouraged when the catalog can be easily consulted by readers. If the cumulated issues are placed beside the Readers' Guide, the two reference tools can be consulted together.

## THE TWOFOLD SERVICE

To keep abreast of the many questions of the day, as well as to make the most of much other information contained in free and low-priced pamphlets, libraries must maintain a vertical file. This requires constant checking of numerous publications and announcements of all kinds. In addition, the librarian must write and send payment to the many sources for pamphlets thought to be of value. When they are received, the librarian must evaluate them and assign the subject headings.

The Vertical File Service eliminates most of this work thru its twofold plan, and so effects an economy for libraries. First, full information about useful pamphlets is supplied in the catalog. The annotations aid the librarian in selecting material. The recommended subject headings make it possible to file immediately the pamphlets received.

Secondly, the order plan simplifies the routine of obtaining pamphlets selected from the catalog.

# FILE SERVICE

## THE ORDER PLAN

The Service supplies all subscribers with blanks which may be used in ordering both free and priced material. The librarian writes the titles of pamphlets desired on the blanks and sends them once a month to the Vertical File Service. The Service then sorts and forwards these orders to the various publishing organizations for filling. Payment for priced material ordered in this manner is made to the Service, which issues monthly bills unless payment has been made in advance. Some libraries may prefer to make a deposit with the Service against which future pamphlet orders may be charged. From time to time, with the cooperation of publishing organizations, free material is sent to all subscribers.

The library's routine of obtaining material is thus reduced from transactions with many separate sources of pamphlets to one monthly order and payment to the Service. Full explanation of the operation of this plan is given in the catalog.

## THE CLIPPING GUIDE

The Clipping Guide, an additional feature of the monthly Vertical File Service catalog, serves as a guide for libraries in clipping back numbers of the Christian Science Monitor. The Guide is a monthly chronological list of articles recommended for clipping from this newspaper and its weekly magazine section. Subject headings are suggested so that the clippings may be readily placed in the library's vertical file. The Monitor was selected by a vote of subscribers.

## SUBSCRIPTION PRICE

The Vertical File Service is sold at a yearly subscription price determined on a service basis. The back cumulations, which are the means of obtaining much valuable pamphlet material, are made available to new subscribers on liberal introductory offers.

Address inquiries and requests for sample copies to:

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## To the Literature of Two Great Industries

by Carleton Ellis

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A comprehensive work, encyclopedic in scope, which offers a source for up-to-date information for the organic chemist and technologist in the petroleum and related industries, as well as all concerned with the development and utilization of natural gas and petroleum, and their chemical derivatives.

It is of inestimable value to the student, research chemist, biologist, analyst, electrochemist and petroleum refiner; the automotive, refrigeration and petroleum engineer; also to those connected with the manufacture of hydrogen, acetylene, carbon black, alcohols, aldehydes, acids, ketones, glycols, emulsions, varnishes, lacquers, synthetic resins and rubbers, solvents, soaps, detergents, wetting and penetrating agents, textiles, beverages, rubber, explosives, dyestuffs, and motor fuels.—50 Chapters, 1285 pages, Illustrated, \$18.00.

### The Chemistry of Synthetic Resins

"Carleton Ellis, in his new books *"The Chemistry of Synthetic Resins"* in two volumes, has answered all the questions, or nearly all, that arise daily whenever designers, engineers and executives get together to discuss the choice of materials for new products or the choice of new materials for old products. He has answered them in language anyone can understand yet supplements his comment with formulae and equations to satisfy the most quizzical engineer and chemist as to the why and wherefore of synthetic resins.

He begins with a genesis of definitions and classifications, then proceeds methodically with the materials in their resinous stage; explaining the nature of resinous formation, through their manufacture and fabrication to final testing and use. He goes sufficiently into the various classifications of resinous materials to present a complete picture, not only of their chemical ancestry, but of their comparative qualities and properties to make intelligent choice and application an easy matter.

The overwhelming number of synthetic resins and other synthetic products germinating in recent years, creates a fruitful field for research and exploration. Probably no one is better qualified to write on this subject, and no one could have done so more ably than has Mr. Ellis. It is difficult to conceive of any one engaged or materially interested in the plastics industry getting on without these splendid books now that they are available."—*Review—Modern Plastics: January 1936.*

Two volumes—70 chapters—1626 pages—profusely illustrated. Nearly 15,000 individual Patent references, and citations to less-common journals or periodicals in foreign languages, accompanied by references to abstracts in chemical publications in English. Index alone contains 206 pages, exclusive of trade names list of about 1,050 items. Not sold separately. Price per set, \$19.50.

## REINHOLD PUBLISHING CORPORATION

330 West 42nd Street

New York, N. Y.



# The Literary Calendar



1935

## DECEMBER

(Continued from the January Bulletin)

Dec. 6. Charles Henry Bourne Quennell, British author and illustrator of *Everyday Things in England* and other books for children (in collaboration with his wife Marjorie Courtney), died at the age of sixty-three. He was the father of Peter Quennell, well known critic, novelist, and poet.

Dec. 19. Francis Hackett filed a suit in the United States District Court in New York, charging "unwarranted and blatant piracy" of his biography *Henry the Eighth* in the motion picture "The Private Life of Henry VIII," one of the most successful films of 1933. The suit, which is expected to involve more than \$1,000,000, names as defendants Alexander Korda (the producer), London Film Productions Ltd., and the United Artists Corporation.

Dec. 22. Margaret Flint of Bay St. Louis, Mississippi, was announced as the winner of the \$10,000 prize for the best novel in the *Pictorial Review*—Dodd, Mead contest. Her novel, *The Old Ashburn Place*, deals with life in rural New England, where she was born and brought up. In private life she is Mrs. Lester Warner Jacobs, wife of an engineer, and mother of six children.

Dec. 25. Paul Bourget, noted French novelist (*Cruelle Enigme*, *Le Disciple*, *L'Étape*) and essayist (*Essais de Psychologie Contemporaine*), died in Paris at the age of eighty-three. He had been a member of the French Academy since 1895.

Dec. 25. Léon Hennique, French playwright (*La Mort du Duc d'Enghien*), novelist (*L'Accident de M. Hébert*), and one-time president of l'Académie Goncourt, died in Paris at the age of eighty-four.

Dec. 26. As a result of their action in banning Lillian Hellman's play *The Children's Hour* from Boston, Mayor Frederick W. Mansfield and the city censor, Herbert L. McNary, were sued for \$250,000 damages in Federal Court.

Dec. 28. Clarence Day, author of the currently popular *Life With Father*, died of bronchial pneumonia at his home in New York City, after a week's illness. He was sixty-one years old. He is survived by his wife, Katharine Briggs Dodge, a former librarian, and their four-year-old daughter, Wendy. *Life With Father* brought fame to the author in the last six months of his life, selling more than 114,000 copies after August 1, 1935.



RUDYARD KIPLING

Dec. 30, 1865—Jan. 18, 1935

Dec. 29. William Ellery Leonard, poet and professor, who for thirteen years was confined to a five-block radius of his home in Madison, Wisconsin, by a chronic fear of distance, announced that he had escaped from his "phobic prison." His excursion into new territory took place in December, the sixth month of his third marriage—to Grace Golden, twenty-seven-year-old former pupil. Leonard is fifty-nine.

Dec. 29. The Authors' League of America, in a letter to President Roosevelt, charged that the Federal government had failed to give promised aid to eight hundred needy writers.

Dec. 29. Booth Tarkington, wintering in Indianapolis, predicted that "the novel and the poem may become extinct in 200 years, 100 years, or in much less time. Radio and talking pictures already have displaced books in many homes, and television—near the threshold of American homes now—will injure the popularity of books."

## JANUARY 1936

Jan. 1. Harry Bache Smith, librettist of more than 300 musical comedies (notably "Robin Hood" with music by Reginald De-Koven) and lyricist of 6,000 popular songs (including "Brown October Ale" and "O Promise Me") died of heart disease in Atlantic City at the age of seventy-five.

(Continued on page 361)

*A New Standard Reference Work for Libraries*

*The*

# OXFORD DICTIONARY OF ENGLISH PROVERBS

*Compiled by W. G. SMITH*

*with Introduction and Index by JANET E. HESELTINE*

An historical dictionary of English Proverbs from the earliest times, in which each proverb is illustrated by dated quotations. There is a very full index giving ready access to the words and subject-matter of the proverbs. The compiler was formerly Professor of English in the University of Tokyo, and has devoted nearly a quarter of a century to the work. In the later stages of editorial work he has been assisted by Mrs. Heseltine, who has revised the whole work, written an Introduction, and compiled the Index. This should be a standard reference book essential for all libraries. 6 x 9½, 700 pp. \$6.50

OXFORD UNIVERSITY PRESS . 114 Fifth Avenue, New York

## Census of Medieval and Renaissance Manuscripts in the United States and Canada

SEYMOUR DE RICCI AND W. J. WILSON, COMPILERS

This work will describe briefly the manuscripts of the Medieval and Renaissance periods that are to be found in the public and private depositories of the United States and Canada.

About 8000 items are listed, geographically by states, and, under states, by country. Each item includes the title of the manuscript if there is one, and sufficient description to identify it. There is also, in each case when possible, a short history of the manuscript, with special reference to its appearance in sales catalogs.

The Census will be published in three volumes, of which Volume III will be the Index. Orders are taken for the complete set only.

**NOW READY:** Volume I. Price, paper \$5.50; bound \$6.50 (from Paris direct to the library, \$5 in paper, bound \$6).

**IN PRESS:** Volume II. Prices same as for Volume I.

Volume III, paper \$2; bound \$3.

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## Current Library Favorites

(According to reports from public libraries in twenty-six cities \*)

FICTION			NON-FICTION		
AUTHOR	TITLE	VOTES	AUTHOR	TITLE	VOTES
1. Sinclair Lewis,	<i>It Can't Happen Here</i> .....	178	1. Anne M. Lindbergh,	<i>North to the Orient</i> 216	
2. Ellen Glasgow,	<i>Vein of Iron</i> .....	135	2. T. E. Lawrence,	<i>Seven Pillars of Wisdom</i> 189	
3. Robert Briffault,	<i>Europa</i> .....	126	3. William Seabrook,	<i>Asylum</i> .....	120
4. Margaret Ayer Barnes,	<i>Edna, His Wife</i> ..	120	4. Alexis Carrel,	<i>Man, the Unknown</i> .....	107
5. Lloyd C. Douglas,	<i>Green Light</i> .....	109	5. Clarence Day,	<i>Life With Father</i> .....	99
6. Nordhoff & Hall,	<i>Mutiny on the Bounty</i> ..	103	6. Stefan Zweig,	<i>Mary, Queen of Scotland</i> 91	
7. A. J. Cronin,	<i>Stars Look Down</i> .....	56	7. Walter Duranty,	<i>I Write as I Please</i> ....	73
8. Hervey Allen,	<i>Anthony Adverse</i> .....	54	8. Kallet & Schlink,	<i>100 Million Guinea Pigs</i> 63	
9. H. L. Davis,	<i>Honey in the Horn</i> .....	50	9. Stanley Walker,	<i>Mrs. Astor's Horse</i> .....	48
10. Bess S. Aldrich,	<i>Spring Came On Forever</i> 46		10. M. C. Phillips,	<i>Skin Deep</i> .....	39

COMMENT: The above list differs from most current best-seller lists in the presence of several pre-1935 titles: *Mutiny on the Bounty* (1932), *Anthony Adverse* (1933), *100 Million Guinea Pigs* (1933), and *Skin Deep* (1934). Other "vintage" titles, not among the leading ten in either classification

any report fiction titles, in the order of popularity. First place scores 10 votes, second place 9 votes, and so on. . . This month, *North to the Orient* and *Seven Pillars of Wisdom* both have the distinction of being listed by all 26 libraries, and between them they account for 18 firsts in non-fiction. The only title making its initial appearance among the leaders is Walter Duranty's *I Write as I Please*.

\* Atlanta, Baltimore, Birmingham, Boston, Brooklyn, Buffalo, Cleveland, Dallas, Denver, Des Moines, Detroit, Indianapolis, Kansas City (Mo.), Los Angeles, Memphis, Minneapolis, Newark, New Orleans, New York, Pittsburgh, Portland (Ore.), Salt Lake City, San Francisco, Seattle, Springfield (Mass.), and Toronto.

(Continued from page 359)

Jan. 5. Ramón Maria del Valle Inclán, Spanish novelist and poet, died at a sanatorium in Santiago de Compostela, Spain, aged sixty-five. One of the most prominent figures in the contemporary literature of Spain, he was represented in English translation by only three books, most recently *The Tyrant*, a novel.

Jan. 9. The record American price of \$28,000 for a copy of the first folio edition of Shakespeare's plays was paid at auction in New York. The rarity was acquired by Charles Sessler, Philadelphia book dealer.

Jan. 10. T. S. Stribling, novelist whose *The Store* won the Pulitzer Prize in 1932, was appointed to the faculty of Columbia University to direct studies on the technique of novel writing in the university extension.

Jan. 10. Allan Noble Monkhouse, English novelist, playwright, and for many years literary editor of the *Manchester Guardian*, died at Disley, Cheshire, England. He was seventy-seven years old.

Jan. 11. Bertrand Russell, sixty-three-year-old English philosopher, was married in Midhurst, Sussex, to Patricia Helen Spence, a writer, twenty-five years old. Lord Russell, who is famous for his unconventional views on marriage, was divorced for the second time in 1935, on the grounds of infidelity.

Jan. 18. Rudyard Kipling, famous British poet ("Gunga Din," "Danny Deever," "If—"), story teller (*The Jungle Books*, *Just So Stories*), and 1907 Nobel Prize winner, died in a London hospital of peritonitis five days after an emergency operation for a perforated gastric ulcer. He had celebrated his seventieth birthday December 30 at his home at Burwash, Sussex, and arrived in London, apparently in good health, on his way to the south of France for his annual winter holiday. He was survived by his wife and their daughter, Mrs. Elsie Bambridge. He was buried in the poet's corner of Westminster Abbey.

Jan. 18. The 127th birthday of Edgar Allan Poe was celebrated by members of the Edgar Allan Poe Society of America at a dinner in New York.

Jan. 20. Robert Frost, poet, was appointed Charles Eliot Norton Professor of Poetry at Harvard University for the year beginning in February 1936. As a youth, he attended Harvard for two years and left without taking a degree.

Visitors from Europe: John Masfield, poet laureate of England; Alec Waugh, British novelist; Tatiana Tchernavin, Russian exile and author of *Escape from the Soviets*; Anna Louise Strong, American journalist in Moscow and author of *I Change Worlds*.

WILBUR C.



# Donald Culross Peattie

Biographical sketch written by the author's wife, Louise Redfield Peattie, herself a novelist and collaborator with her husband in three works:

**D**ONALD CULROSS PEATTIE was born June 21, 1898, in Chicago, into a home rich in cultural and intellectual values. His father was Robert Burns Peattie, journalist and wit, his mother Elia Wilkinson Peattie, novelist, essayist, and for many years literary critic on the *Chicago Tribune*.

After two years at the University of Chicago, Peattie went to Harvard, where he specialized in the natural sciences and was graduated *cum laude* in 1922. Immediately thereafter he accepted a post in the Department of Agriculture, as botanist in the colorful Office of Foreign Seed and Plant Introduction under Fairchild. He was occupied in botanical research both in Washington and in the field, working with J. Arthur Harris in Miami on frost resistance in tropical plants. It was during his three years as Assistant Plant Introducer that he married.

His first publication was *Cargoes and Harvests* (1926), a book of historical studies of economic plants, written during his tenure of government service, in leisure hours. The calling of a writer became insistent, and he left the Department of Agriculture to freelance in his own field, beginning at that time a nature column in the *Washington Star* which ran for ten years thereafter. Articles and books followed swiftly, among them *Bounty of Earth* (1926) and *Down Wind* (1929), both collaborations with L. R. Peattie, and the technical botanical treatises, *Flora of the Indiana Dunes* (1930), the fruit of seven years of labor and field work, and later the *Flora of the Tryon Region*.

In 1928 he took his family to the south of France, where they made their home for more than five years, first in the Provençal hills near Vence, A.M., and later in a villa in the old sea coast city of Menton. During this time fiction held his interest, and he published *Port of Call* (1932), *Sons of the Martian* (1932), and *The Bright Lexicon* (1934).

In the fall of 1933 he returned to America with his wife and three little sons, and now the full beauty of his native land fell freshly and forcibly upon an intellect mellowed and matured by the European years. His next published work was *An Almanac for Moderns* (1935), "an essay in biology in 365 parts, the day by day revelation of a sensitive and incorruptible mind. Organized no more strictly than a poem, yet the book follows a definite plan whereby the scientist's view of life is easily and fascinatingly revealed to the layman." This unique effort won him an immediate public, and in November 1935 was awarded the first annual Gold Medal of the Limited Editions Club, as the book written



DONALD CULROSS PEATTIE

by an American author during the past three years most likely to become a classic.

Its publication was followed by that of *Singing in the Wilderness: A Salute to John James Audubon*, which widened the circle of his readers among lovers of the literature of nature. Its author is at work at Glenview, Illinois, upon *Men and Nature*, a volume concerning the story of the discovery of the living world, told thru biographies of the great naturalists. It will appear this spring.

Few modern writers, perhaps, so clearly and courageously state a personal philosophy in their art. In this case it is a philosophy based upon the realities of nature, as seen thru the keenly trained eyes of the scientist, and with the vision of the poet.

## MARCH BOOK CLUB CHOICES

### Book of the Month Club

#### Dual selection:

The House in Paris, by Elizabeth Bowen.

Knopf

This Simian World, by Clarence Day.

Knopf

### Literary Guild

The Golden Lady, by Dorothea Gardner.

Doubleday, Doran

### Junior Literary Guild

Older boys—Carcajou, by Rutherford G. Montgomery. Caxon

Older girls—Far Town Road, by Emma Gelders Sterne. Dodd, Mead

Intermediate group—Young Americans

From Many Lands, by Anne M. Peck and

Enid Johnson. Whitman

Primary group—The Story Book of

Wheels, Ships, Trains, Aircraft, by Maud

and Miska Petersham. Winston

Catholic Book Club (February choice)

Monsignor, by Doran Hurley. Longmans,

reen

## Every Library Needs This Master-Key to Its Genealogical Shelves

### THE ART OF ANCESTOR HUNTING

A Guide to Ancestral  
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363

# Frances Winwar

Autobiographical sketch of Frances Winwar,  
American biographer and novelist:

IN the spring of 1900 I was born in the historic town of Taormina, Sicily, of a family that traces its ancestry to a count who passed through Sicily on his way to Jerusalem, in the Crusades, and there conveniently left offspring of his name—*Vinciguerra*, literally *Winwar*. There were no portents at my birth, save that my father broke the globes of several municipal lamps when he threw money at the company of beggars present at my christening.

My earliest years were spent among thousand-year-old ruins, each telling the story of the many conquests which Sicily, the Mediterranean granary, suffered in the past. Up until my eighth year I lived in a mixed pagan-Christian atmosphere. Then my parents brought me to America.

I was already acquainted with the English language by association with the American and English tourists who used to winter at Taormina. I noticed, however, that the English I remembered and the language I was required to speak were entirely different. Nevertheless, a year after I had attended the public schools, I wrote a poem, noteworthy for its bold violation of both rhyme and rhythm. Since then I have been writing assiduously, though not so naively. My struggles as a writer have been those of all creators. There was the period of freelancing with the usual rejection slips; there was my apprenticeship as a book reviewer and publishers' reader. Then came the writing of my early novels, the first of which, *The Ardent Flame*, on Francesca da Rimini, was published in 1927.

Just as the artist may see in the scratches of a weathered wall the sketch of a painting, so may the author find in a line at random, in a pregnant word, the theme for a novel. Two passages in Dante, the Rimini episode and the scene in the Circle of the Suicides, were, respectively, the starting points of *The Ardent Flame* and *The Golden Round*. *Pagan Interval*, a novel which the critics compared with *South Wind*, embodies memories of my Sicilian background. In 1930 came my translation of the *Decameron* for the Limited Editions Club.

Then, my obsession: the Pre-Raphaelites. I had to write about them or die. A creative thought, like an evil conscience, pursues one, sleeping and waking. The one thing to do for the sake of peace is to make an open fact of it. Between the covers of the published book ultimately rests the author's peace—until another unwritten book makes its claim. So *Poor Splendid Wings* was written, published, and rewarded with a prize by the Atlantic Monthly Press. So *The Ro-*



FRANCES WINWAR

Pinchot

*mantic Rebels* haunted me until I had to dispel them with the magic of another book.

Fiction and biography, however, require different techniques and different attitudes. In my novels I allow myself freedom that would be licence in a biography. Nevertheless, in my biographical writing I strive to make my characters live as they lived and speak as they spoke in life. The one thing I pride myself upon is the honesty of my presentation.

Both *Poor Splendid Wings* and *The Romantic Rebels* necessitated research in various languages among original sources abroad. Some of my most valuable material, however, I found at the Pierpont Morgan Library, within walking distance of my home in New York City. My most moving experience there, besides my working on the manuscripts of the poets, was my being allowed to hold in my hands a lock of Keats's red-gold hair.

I enjoy reading Proust, James Joyce, Aldous Huxley, and Thomas Mann, with a backward look, however, to Shakespeare, Milton, and the poets of whom I have written. Of contemporary American writers of the younger school, I prefer Thomas Wolfe in prose and the author of *Conquistador* in poetry. I would rather listen to music than do anything else and an excursion to the galleries on 57th Street is my notion of time well spent.

The nature of my work in progress is always a secret until the publishers make the announcement. I can say, however, that the next book will not be biography.

## Deaths of Authors

THE following authors, American and foreign, died during 1935:

Abbatt, William Nov. 16  
 Adams, Andy Sept. 26  
 Addams, Jane May 21  
 Aley, Robert J. Nov. 18  
 Aldin, Cecil C. W. Jan. 6  
 Ames, Herman V. Feb. 7  
 Bacon, Edward M. Dec. 14  
 Baker, George Pierce Jan. 6  
 Barbusse, Henri Aug. 30  
 Bernstein, Herman Aug. 31  
 Bourget, Paul Dec. 25  
 Boyd, Thomas Jan. 27  
 Breasted, James Henry Dec. 2  
 Chamberlain, Basil Hall Feb. 15  
 Chamberlin, Joseph E. July 6  
 Chapman, Arthur Dec. 4  
 Child, Richard Washburn Jan. 31  
 Clark, Kate Upson Feb. 17  
 Day, Clarence Dec. 28  
 Day, Holman F. Feb. 19  
 DeKay, Charles Mar. 23  
 Dellenbaugh, Frederick S. Jan. 29  
 Dole, Nathan Haskell May 9  
 Elson, William H. Feb. 2  
 "Falstaff, Jake" (Herman Fetzler) Jan. 17  
 Fletcher, J. S. Jan. 31  
 Frost, Holloway H. Jan. 26  
 Green, Anna Katherine Apr. 11  
 Gilman, Charlotte Perkins Aug. 17  
 Goodwin, Maud W. Feb. 5  
 Haardt, Sara May 31  
 Harris, Corra Feb. 9  
 Hennique, Léon Dec. 25  
 Herford, Oliver July 5  
 Hocking, Silas K. Sept. 15  
 Holtby, Winifred Sept. 30  
 Hopson, William F. Feb. 13  
 Istrati, Panait Apr. 16  
 Johnson, Merle DeVore Sept. 1  
 Lambton, Arthur Aug. 2  
 Lawrence, T. E. May 19  
 Lenôtre, Georges Feb. 7  
 Lincoln, Natalie Sumner Aug. 31  
 Long, Ray July 9  
 MacKaye, James Jan. 22  
 Mitchell, Langdon Elwyn Oct. 21  
 Muirhead, Findlay May 17  
 Olcott, Charles S. May 3  
 Peck, Annie Smith July 18  
 Pupin, Michael Mar. 12  
 Quennell, C. H. B. Dec. 6  
 Reese, Lizette Woodworth Dec. 17  
 Robinson, Edwin Arlington Apr. 6  
 Roche, Arthur Somers Feb. 17  
 Rogers, Will Aug. 16  
 Russell, George William (A.E.) July 17  
 Scarborough, Dorothy Nov. 7  
 Schauffier, Elsie Oct. 24

Sedgwick, Anne Douglas July 21  
 Seitz, Don Carlos Dec. 4  
 Smith, Jessie Wilcox May 3  
 Smith, Sarah Bixby Sept. 12  
 Thomas, M. Carey Dec. 3  
 Thompson, Edward H. May 11  
 Thompson, Slason Dec. 22  
 Tyler, Lyon G. Feb. 12  
 Van Noppen, Leonard Charles July 21  
 Walter, Ellery Apr. 2  
 Watson, William Aug. 13  
 White, Michael A. E. Jan. 19  
 "Woodrow, Mrs. Wilson" (Nancy Mann Waddel Woodrow) Sept. 7

## Random Literary News

H. G. WELLS returned early in January to England after five weeks in Hollywood as a guest of Charlie Chaplin and writer of "treatments" or short scenarios for the screen. . . Charles Nordhoff, joint author of *Mutiny on the Bounty*, who makes his home in Tahiti, is visiting his family in Santa Barbara, California. Before leaving the South Seas he completed a new novel, *The Hurricane*, in collaboration with James Norman Hall. . . Dorothy Sayers' *Gaudy Night* was the December best seller in England. . . Witter Bynner has willed his fortune (which includes money for poetry fellowships and his home in Santa Fé for the use of poets) to the Poetry Society of America. . . Peter Fleming, author of *Brasilian Adventure*, was married recently in London to Celia Johnson, actress who has been appearing for two years in the London production of "The Wind and the Rain". . . It is reported that the money that Henry de Montherlant received as the Heinemann prize for his novel, *Perish in Their Pride*, was given by the author to the King's College Hospital in London. . . George Bernard Shaw's new play, *The Millionaire*, which recently had its world première in Vienna, is concerned with a girl who believes that money can buy anything and proves it to her own satisfaction by trying a succession of husbands. . . Stephen Leacock, Canadian humorist, has been retired from the faculty of McGill University because of age limit. He was sixty-six on December 30. . . Vincent Sheean, author of *Personal History*, reports from Italy that "after long and serious effort" he has nearly finished his new book, *Sanfelice*.

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see page 390

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# WILSON BULLETIN

## FOR LIBRARIANS

February 1936

### Post-Conference Conversations

By D. M. Thistlethwaite\* and D. Wycoff†

"NOW for the Rockies!" said Y. "We've looked at them for a week, and now we're going to cross them."

The old Ford (still a valiant beast) sympathetically snorted with impatience, and galloped thru the last fringes of Denver.

"Yes," said T, lighting a cigarette and settling back in her corner, "now you can have your mountains." But, being a librarian, she could not abandon Denver so lightly, so she added, "What did you think of the A. L. A.?"

Y grinned and replied flippantly, "Women—hordes of women!" Then, more seriously, "You see, the only other conferences I've ever attended were scientific ones. You don't see so many women—very few in fact."

"Yes," returned T thoughtfully, "in America today, it is a woman's profession. You, as a scientist, are in what is chiefly a man's profession."

Y: "That's true, and of course it means that we have certain advantages that you don't have—and certain obstacles, too. We don't enter the scientific professions without some opposition, even nowadays; and we don't yet compete with men on a really equal basis. But those of us who do succeed have an assured position, because the men have already built up the prestige of the professions for us. Librarians have no

initial obstacles to overcome, because the profession is theirs already. But. . ."

T: "You are suggesting that we have no recognized professional status."

Y: "Well, of course that's hardly a nice thing for me to say to a librarian. But, to tell the truth, T, I wonder—I felt a sort of undercurrent in some of the discussions we heard: it made me think that librarians must be a little uneasy about it themselves. For one thing: there was such a lot of talk about ideals. Scientists don't seem moved to justify their existence in that way. There they are—research workers, consulting specialists, college professors—and our American civilization accepts them. Not without suspicion, of course, and certainly without much intelligent appreciation. But somehow the idea—no, I'd better say the mere *word* 'science'—has caught the popular imagination: just look, for instance, at the way it keeps popping up in advertising copy—'scientific' toothpaste, shoes, baking powder, and books on how to develop your personality! It's ridiculous, pathetic, enraging—but at least it means that we don't have to put up much ballyhoo for ourselves—we're kept busy trying to live it down!"

T: "So you think the ideals have gone out of science?"

Y: "You know I don't think anything of the sort, T. Neither do I think that

\* Brooklyn Public Library, Brooklyn, N.Y.

† Bryn Mawr College, Bryn Mawr, Pa.

librarians' talk of ideals is *their* way of putting up ballyhoo. It seemed quite sincere—only it is, in a way, as if they were still groping for the essential values of their profession. People don't talk much about things they take for granted.

"Let me put it another way: I did manage to gather up a few scraps of history at Denver. The public libraries grew out of the nineteenth century idea of education for the masses, didn't they? For the first time it was possible that everyone, regardless of class or wealth, might share in the treasure that had belonged to the few literate people of the past. A mere dream, perhaps—who knows now? But it *might* have come true, at least in part, if it hadn't arrived in the world just about the time when western civilization was already being switched off on an entirely new track. It was *my* professional ancestors, the scientists, who did that. Lucky or unlucky for humanity—it's done now: we all live in a civilization that is popularly called 'scientific.' It isn't—it's merely highly mechanized. America has gone farthest along the new road. And the American masses today are more conscious of the hundreds of gadgets which are, so to speak, the by-products of scientific progress than they are of their cultural heritage from the past. They love things labeled 'scientific' but they scorn things called 'highbrow.' Librarians are trying to stem the tide, to save the treasure, on the chance that people might want it again some day."

T: "Your metaphors are getting more and more mixed, but I see what you mean. You think we're fighting for a lost cause, and that's why we have to keep our ideals before us?"

Y: "Let's hope it isn't really a lost cause. And the fight isn't yours alone: the research worker who sticks to 'pure' science, the scholar, the artist, all stand together. But the librarian perhaps feels weaker than the others, who have long and glorious traditions to support them."

T: "There may be something in what you say, but I don't think you've got the main point. Librarians—at least those who work in public libraries—are not solely concerned with the things which the research worker or the scholar values. Our place is rather with the other new

professions in the field of social service: we needn't try hopelessly to 'stem the tide'; we can move forward with it and find new opportunities in the new problems of society. We are really trying to better human conditions; and we wouldn't be in these professions if we didn't believe that something *can* be done—that, I suppose, means being idealists at heart."

Y: "That's perfectly true. And I suppose that scientists like me, teaching in college and university laboratories, have something of the same feeling—a sort of faith in the value of education."

T: "All the same I feel that librarians, at any rate, have allowed idealism to get the better of their common sense. They have been too willing for too long to take a large part of their 'pay' in the satisfactions of 'service' instead of in hard cash. Teachers are generally better paid, and in any event they have shorter working hours and a shorter working year."

Y: "I wonder whether library work is badly paid because it started as a woman's profession, or whether it has remained a woman's profession because it is badly paid. I'm afraid women aren't much good at looking after themselves in that way. Perhaps they really are more idealistic than men. But if you librarians could really establish your profession as a first-rate one, it would help along the cause of all professional women."

T: "Well, well—you sound quite an ardent feminist! You think then that women alone are capable of building up a good profession for themselves?"

Y: "Why not? And more power to ye! But I'll tell you this: if you aren't quick about it, as soon as you've demonstrated the possibilities of the thing, the men will come in and take all the best positions away from you."

T: "I'm afraid that's beginning to happen already."

Y nodded, her eyes on the twisting road they were climbing. "Oh, well, I suppose it doesn't matter. Men and women must work things out together, if there's to be any real equality ever. Your profession is there, for men *or* women who can make the most of its opportunities. But look," she broke off suddenly, "we're getting almost to the

top. From there we'll see Denver for the last time."

Far below us it lay—a tiny dot on the wide sea of plains. Already the busy days of the A. L. A. Conference seemed very long ago. And now the mountains would rise between, and Denver would be—nowhere. And the A. L. A. would vanish from our thoughts.

(Did you really think something like that, on that June afternoon?)

Mountain driving was new to us both—an experience half terrifying, half delicious. But it must have been about the time that the seemingly endless expanses of the Navajo Reservation began to unroll before us, when T said suddenly, "You never did finish telling me why you think that librarians aren't quite sure of their own professional status."

"Well, I hardly know, myself," responded Y in a sleepy voice. "It was just sort of in the air. Naturally nobody said so, in so many words. Perhaps it is inevitable because it's a badly paid profession. No matter how idealistic you may be, it's easier to be sure that you're doing something worthwhile, if society recognizes the value of your work to the extent of paying a decent wage for it. It's a sort of vicious circle, isn't it? If librarians were more sure of themselves professionally they could demand, and would probably get, better pay; but if they were better paid, they would have a sense of prestige that they haven't now." She seemed to be waking up. "You've got to break the circle somewhere. Of course you might organize a union, and strike for more pay and shorter hours. Teachers have discussed that notion, too—without any result in concerted action so far. But if I'm right—and librarians are a bit touchy about their professional standing, I suppose they would never make such a move until some other profession—say the doctors or the college professors—set the example."

T: "No, they are trying to go at it from the other end. That is what is at the root of all this state certification, grading of library schools, and so on. They want to raise the prestige of the profession by making the training for it comparable to that required for the other professions."

Y: "I wonder how it does compare—with mine, say."

T: "Well, the present standards set up by the Board of Education for Librarianship of the A. L. A., and now in effect in New York State and, I believe, in several other states, call for the A. B. degree from a college or university, plus at least a year at an accredited library school. These are entrance requirements. It would be necessary to have

another year of library school or to pass examinations set by the library concerned, in order to advance beyond the junior grade."

Y: "Mmm—then your young librarian, just out of library school, should be professionally in about the same position as the young college instructor with an M. A. degree. But I wonder if they are in the same position, really. Somehow, at Denver I got the impression that librarians pay a great deal of attention to what a science student would take to be mere 'technique' or 'method.' Or am I wrong? How much of that 'year of library school would be spent on 'technique'?"

T: "About 50 per cent, I should say."

Y: "Mmm—seems rather a lot. Of course I know technique is important in some kinds of work, and isn't acquired in a hurry. The interesting part comes when the student has mastered the technique and has his mind free for what lies beyond. Does your young librarian reach that point in her first year in a library?"

T: "That depends somewhat on the sort of job she gets. But in a large city library, she certainly doesn't: she spends 80 or 90 per cent of her time in what is really clerical work. You remember that meeting we went to in Denver where they discussed the division of work into professional, sub-professional, and clerical work?"

Y: "Yes, I remember. I was astonished at the time that you were just getting around to discussing it. Why, science has its drudgery too—caring for the white rats, setting up and adjusting apparatus, classifying collections of specimens. But we can't devote *most* of our time to things like that—other things are more important. If the research project is so big that it involves a lot of routine work, there must be technicians as well as creative scientists on the job. Of course, recently, some promising young people, even Ph.D.'s, have had to take technicians' jobs or none at all. But we feel that that is one of the real tragedies of these depression years—a waste of human material. Heaven forbid that we should ever come to accept it as inevitable! Yet that is just what the library profession has been doing, apparently. It's a wonder you can recruit any intelligent young people at all!"

T: "That's where the idealism you were talking about the other day comes in. From the time the library school graduate enters the library she is in constant touch with the public—not just handing out books, but acting as guide, philosopher, and friend to all and sundry. This work is quite fascinating to the beginner, and never loses its interest. And since it is all interwoven with her clerical duties, perhaps she discounts their triviality. It is only after months, or rather years, of



this that she comes to resent the time and energy wasted."

Y: "Yes, I see what you mean. I hadn't thought of that side of it. And I can see that the librarian who works in a small, ill-endowed library may feel that it is worthwhile to go on doing all this indefinitely—as the country doctor or the isolated scientific observer may willingly do a lot of tedious routine, in order that his work may not fail. But surely, in your big city systems, the capable librarian is soon freed from this apprenticeship?"

T: "Unfortunately not: it may be eight or ten years before the young librarian gets a position in any way worthy of her steel. Even then, if she does rise to a senior position, she will still have a good deal of purely routine work to do, and will probably be responsible for the supervision of a great deal more."

Y: "But look here! That means that a librarian, however well-trained, is never free to devote her whole attention to what is really the professional part of her job. Why, it's only a 'semi-professional' profession after all! And this ties up with what we were saying last time. For one thing: pay. It's unjustifiable, in a way, to complain about the low salaries of people who do only 'half-time' professional work. Compare it again with a college or research laboratory: say we take a brilliant, highly trained specialist, and a conscientious, but mentally limited technician; instead of dividing their work as we do, suppose we expected each to do half of the research work or teaching, and half of the technical routine. What about pay? Lump the sums now paid to both, and give each half: poor pay for the trained research man, but disproportionately high pay for the technician. Of course you see what I'm driving at. Librarians are of the same calibre as other professional people, and they are specially trained for their work. But if they're paid on that basis, they are really getting more than their work, in itself, is worth."

"And for another thing: prestige. Unfortunately it's the non-professional work that is most obvious to the outsider who comes into a library. The truly professional work is often done unobtrusively; its results are rather intangible. You ought to reorganize the whole thing—turn most of the routine over to clerical workers, and pull yourselves together for the real business of—being librarians."

T: "Stop a minute and let me get a word in edgewise! I said I was speaking of public libraries in big city systems like mine. There are systems where such a reorganization has been, or is being carried out. Libraries which come under the Civil Service, for instance, have their clerical staffs; and of course in

that case, the professional librarians are getting better salaries. You needn't think we are so hopelessly old-fashioned and immovable. You lecture me as if I were one of your helpless students! Have you forgotten we're on a vacation now?"

"Why, you were the one who started the whole subject," retorted Y. Then, assuming an expression of perfectly insincere meekness, she remarked, "See that cloud coming up! We're going straight into a shower."

But somehow, the next day or the day after, we were sure to be at it again—a discontinuous argument that prolonged itself over hundreds of miles. In fact, we were not even bored by going over the same points more than once.

"I should think," said Y, when the Arizona version was well under way, "that all you people who work in city systems where you get only half a chance at your real profession would just go out and get yourselves jobs under these Civil Service systems, where things are better organized. That would soon make the scheme universal."

T: "But you see there are many librarians who don't feel that that would be an unmitigated blessing. Federal Aid—if and when it goes thru—I think it will eventually—would probably bring about some such state of affairs. But we don't want to get mixed up with politics—that is what the opponents of Federal Aid are chiefly afraid of."

Y: "Yes, I remember discussions about that in Denver. Many people in my profession would hate to see all colleges and universities under Federal Administration—for just the same reasons. Besides, it is hard to see how a general standardization can be accomplished without sacrificing the possibilities of progressive development."

T: "But that is just what is so funny and illogical, in a way. We resent and fight the idea of outside control, but at the same time we are building up within the profession standards, requirements, examinations, and what not, which are going to be equally rigid."

Y: "That is a paradox, isn't it? But why in the world do you want a machinery like that anyway?"

T: "Well, we must have some standards; and we have simply followed other systems of educational standards, I suppose."

Y: "And when did librarians get this bright idea?"

T: "Well, the Board of Education for Librarianship of the A. L. A. began to function in 1925, and it is thru their efforts that our present standards have been set up."

Y: "Mmm—ten years. But, my dear T, have you any idea what has been happening in education in the last ten or fifteen years?

"As I see it, your problem is very like that of the colleges and professional schools: you are trying to sort people out, to determine which ones are worthy of advancement, capable of greater responsibility, and so on. But is a system based on academic 'credits' and examinations really the best way of finding the right person for a given task or opportunity? For comparison, consider the problem of college admissions: ten years ago, the only way to get into the first rate colleges was by passing the College Entrance Board Examinations. Every youngster went thru the same mill, regardless of individual aptitudes, tastes, or training. Just because it was all so stereotyped and impersonal, it was supposed to be *fair* to all candidates. And of course it was an easy way to classify thousands of applicants.

"But as ideas in education changed, and the results of the system were carefully studied, it became clear that the examination ratings were of no value in predicting the candidates' ability to 'make good' in college or in a profession.

"Nowadays the leading schools and colleges agree that students should be treated as *individuals*. The free curricula of the progressive schools make this possible, and the colleges are beginning to realize that they cannot select freshmen on the basis of examinations alone: they are considering their school records—extracurricular as well as classroom activities—their special aptitudes, their *personalities*. In and after next year, most of the leading colleges and universities will be accepting as candidates for the A.B. degree boys and girls admitted under this plan. They will come from some fifty of the best known schools in the country—public as well as private—not all 'fad' schools either; some of them have long been known as 'conservative.' But they all believe that their real task is to *educate* children, not to turn out high examination marks.

"The colleges have changed in ten years too. On the one hand we have the avowedly 'progressive' college, of which Bennington is an outstanding example. On the other, all sorts of experiments within the 'conservative' colleges, such as the various schemes of 'Honors,' under which capable undergraduates are working independently, often without any regular class attendance, in fields of their own choosing.

"Can't you see how all this is affecting the young people who are now knocking at the doors of the professions? They have come so far, unregimented and untrammelled by the stereotyped requirements which the older generation of professional people knew. They don't expect that their professional training and advancement is going to be a matter of

accumulating a certain number of 'credits' for courses, and of passing a certain number of examinations.

"Of course a few professions, notably medicine, have their long traditions of rigorous training: it will be interesting to see how they modify their methods in the next few years—for of course they must not lower their standards. As for the scientists—our 'label' is usually the Ph.D.—another 'old' degree with rigid requirements. But even these are changing: more attention is being paid to the candidate's real ability—as measured by the work he can do—and less to formal examinations, based on lists of academic 'units.' Once we get our degrees and begin our real work—well, honestly, I never heard of a college or university where promotions were made by means of examinations to be passed by ambitious members of the faculty!

"It seems to me that if librarians consider themselves really professional people, and fancy that their training is in any sense a sort of 'higher education,' they'd better pay some attention to what is going on in the colleges and universities of the country!"

T: "Well, it's too confoundedly hot to quarrel, but you needn't be so snooty. I don't expect the people who are advocating these standards are completely unaware of modern trends. Certainly most librarians I know would welcome a more flexible system. If the universities are really changing their methods, the library schools will eventually follow suit."

Y: "I never heard anything so silly! Here I'm telling you that old curricula and requirements, based on traditions handed down for centuries, *are being adapted* to modern needs. And you tell me that your profession, which is essentially a modern one, and has its traditions still in the making, is incapable of keeping up with the times—still less ready to assume any responsibility for leadership!

"And another thing: the excuse usually offered for keeping to rigid, old-fashioned standards is that they make it easy to handle large numbers of people. But you are not classifying and promoting librarians by the thousands: in any one system there would be very few to be dealt with at one time—scores, possibly a few hundred. It's sheer laziness to maintain that they must be milled thru the old-fashioned machinery. Any reputable college of comparable size would be ashamed to treat its students in that way.

"Talk about ideals—community service and leadership—under a system beautifully designed to eliminate all individuality and initiative! It makes me mad—Brrrrr!"

(Continued on page 414)

## R. L. D.

*By Henry Bailey Stevens\**

UNTIL the year 1896 there was no rural free mail delivery in the United States. Farmers and others living in country places had to go to the postoffice to get their mail. One of the results of this system was that rural families made relatively little use of the mail service. People in the cities and villages had a decided advantage in the use of postoffice facilities.

The advent of the R.F.D. was a revolution which we hardly stop nowadays to appreciate. It came only after a great struggle. During two sessions of Congress the necessary appropriations were withheld. Finally, amid much scepticism, the service was started as an experiment on three routes. In nine months' time the number of routes had increased to 82; by the turn of the century the number had grown to over 1000, and there was no stopping them. There are now over 43,000 R.F.D. routes in the United States; during this period, as a result, it has been possible to close over 26,000 fourth-class postoffices.

The cost has of course been great. But who today would suggest discontinuing the service? Public opinion, which was at first shocked at the suggestion of an appropriation of \$6,000,000 now willingly pays over \$100,000,000 for the R.F.D. Here in New Hampshire every weekday the rural postmen cover over 6,000 miles carrying Uncle Sam's mail.

Another great development of rural service has come in the field of education in agriculture and home economics. The old idea of getting scientific practices adopted on the farm was to deliver lectures on the subject. If the farmer failed to absorb the lectures, it was just unfortunate. But in 1914 the passage of the Smith-Lever Act by Congress started a new epoch. County agents are now placed in over 2300 counties, covering almost the entire rural area of

the nation. These agents demonstrate modern practices right on the farm. They don't just talk certified seed potatoes. They get the farmer to plant a row alongside his other seed; and the increased crop in the fall proves the point much better than words. They don't just talk about the values of co-operation. They help the farmers to form a cooperative association. They promote better crops, orchards and fruits, better cattle and poultry, better food, clothing and equipment, better times for the farm boys and girls.

Last year the extension agents in New Hampshire called at over 5000 different farm houses in the state. They assisted many more farm people who came to them either at the office or at meetings.

The cost of such service has of course been considerable. But the results have benefited not only the farm people themselves. Raising the level of farm achievement has been reflected in the quality of food on our markets, in the sales by merchants to farm people, and in a general raising of the social, economic and educational level of our society.

### A Great Potential Service

What has all this to do with libraries? Simply this: There is a great potential service here which rural people need; and it is quite likely that some way will be found shortly so that they will have this service much more adequately than in the past.

It is difficult to get at the truth from statistics. But here are a few facts and an interpretation of those facts. A year ago Miss Daisy Deane Williamson of the Extension staff supervised a survey of farm homes in New Hampshire: about 900 of them chosen at random in representative sections of each county of the state. All sorts of questions were asked as to the number of rooms in the



## SOME DAY WE MAY HAVE RURAL LIBRARY DELIVERY TOO

house, food products raised, sickness, educational facilities, etc. Among the questions were: "Do you use the village library?" "Is the library easily accessible?" "Do you take a daily paper?" and "Do you have a radio?"

A summary of these replies has recently been made. Forty-nine per cent stated that they use the village library; 57 per cent that the library is easily accessible; 71 per cent that they take a daily paper; 73 per cent that they have a radio; 60 per cent indicated that they have electric lights; 62 per cent that they have running water in their homes; 96 per cent that they have screens on their windows.

Now it may be unfair to rely upon the absolute accuracy of these figures. The questions as to library service were an incidental part of the survey and were perhaps loosely drawn. It may be going too far to say that half of the farm families do not use the village library, and that 43 per cent do not consider the library sufficiently accessible. But at least, the figures indicate quite clearly that library service for our farm homes is falling considerably short of electric service, newspaper service, and radio service.

It is clear that the rural towns of New Hampshire are well equipped with library buildings. But so were they with postoffices before the advent of the R.F.D. If we study the last report of the Library Commission, the number of volumes in our rural libraries looks reasonably large. But the flow of these volumes into circulation is noticeably retarded. In the cities and towns of New Hampshire having over 5000 population, the circulation per volume is twice as rapid as in the towns under 5000 population. There are probably two causes for this: (1) the relatively greater difficulty for large sections of the rural population to get to the library during library hours; and (2) the small annual acquisitions of new books possible in rural libraries and a resulting stagnation. How many of the books on the shelves of our rural libraries are antiquated and hopelessly shelf-bound? How much circulation can we expect today for the works of E. P. Roe and Marie Corelli or a study of infant baptism?

Haven't the young people of our rural sections a right to a fair chance at books like Beebe's *Half Mile Down*, Jeans' *Stars in their Courses*, H. E. Fosdick's *Hope of the World*, or *Grandmother Brown's Hundred Years*?

The wealth of inspiration and information which is available thru modern books is not getting into our farm homes as it should. The literature of modern travel, biography, astronomy, nature study, art, history and politics, to say nothing of vocational science, does not flow across the reading tables of our farms as it does in the residences of city families. And while the lack is especially noticeable in farm homes, the entire rural population—village as well as farm—falls far short of obtaining library service that would be considered adequate by city librarians.

What can be done to improve the rural library situation? The Library Commission has a comprehensive program of traveling libraries, rotation of books, and special service thru the home demonstration agents. It is a pity for this program to be hampered, as it is, by lack of funds.

It is of the utmost importance that our rural population should not be handicapped by the lack of educational advantages. It is not a question simply of the level of farm intelligence. The rural sections of this country pour out young men and women to become leaders in city, state, and nation. It is intolerable that their access to the world of books should lag behind their access to electricity, radio and newspapers.

It would seem that we are somewhat in the position of a person who is groping in the darkness for an electric push-button. We know that the switch is there; and that, when found, one push of the button will flood the room with light.

### When Books Come to the Farm

I am glad that the University Extension Service is already cooperating with the Library Commission. I hope that this cooperation can be extended still further and that new avenues of approach may be found. I visualize the dark outlines of a possible county demonstration; a trailer fitted with waterproof book shelves under lock and key and loaded with a choice collection of book offerings. A chain of responsible volunteer community leaders, acting in their neighborhoods as assistant libra-

rians. A system of chain telephoning and neighborly agreements. The trailer left for two or three days in a farmer's yard or barn. And this trailer hauled by cooperative arrangement from point to point over the county and back again. Restocked at local libraries en route. A rotation of books from town to town with unselfish cooperation by all towns involved in the itinerary.

The details of this picture would have to be carefully worked out; the responsibility of the State Library Commission, of the local librarian, of the volunteer neighborhood assistant librarians, and of those who hauled the trailer, definitely allocated.

But I believe that the details can be worked out and the picture realized. There is too much value in the flow of current books for such a service to be kept back from our rural people.

We know from experience that farm families do not come to the village library enough. Very well. Why should not the county library go to them? Just as the postoffice went to them. I give you a toast to the R.L.D. of the future—Rural Library Delivery.

### Story of a Plain Man

Richard H. Hart, one of the younger members of the staff of Baltimore's public library, has written a biography entitled *Enoch Pratt; the Story of a Plain Man*, which has just been published (price 50c) by the Enoch Pratt Free Library. Mr. Hart has successfully avoided writing a dull eulogy. His narrative of the New England merchant who founded Baltimore's library and re-endowed the great Sheppard-Pratt Hospital, makes interesting reading and is a contribution to Americana. It is one of the few informal accounts of the development of a large American public library.

### Anonymous Bequest

The Mary Reed Library at the University of Denver has just been given \$2500 by an anonymous donor for the purpose of opening the Renaissance Room, planned when the building was erected, especially for a leisure time reading room. The money is to be used to buy new books and to pay a trained librarian, who will be in charge of the room and also will act as readers' advisor.

# The Selection of Science Books

By Margaret Windsor\*

IT is soon evident to the librarian who searches for reviews to aid in selection of science books that the more technical the book the longer it will be before any appear. This may be only an impression to most of us, but it is borne out by figures obtained in a study of reviews appearing in psychological periodicals. It states that 53 per cent of the American and English books are not reviewed until two or more years after publication, and that there is still greater delay for books in foreign languages.<sup>1</sup> More exact figures are: reviews appearing during year of publication, 8.2 per cent; not appearing until one year after, 36.1 per cent; not until two years after, 36.1 per cent; not until three years after, 15.1 per cent.

For non-fiction prompt reviewing is difficult and unsatisfactory. As Miss Haines says,

The careful, authoritative consideration of an important work by a reviewer who knows the subject and deals with it deliberately, seldom appears until several weeks—perhaps months—after the publication of the book.<sup>2</sup>

Even for the less technical science book we find delay occurring. For example, *Out of the Test Tube* by H. N. Holmes (Long & Smith, 1934) was listed in *Publishers' Weekly* for February 24, 1934, and reviews did not begin to appear until late in March. If an author is already well known, any new thing he writes is apt to be reviewed promptly. If he is not well known, reviews will appear but slowly, unless some special circumstance exists—as was the case with *Rats, Lice and History* by Hans Zinsser (Little, Brown, 1935). This book, by a comparatively unknown author, received advance publicity when two of its chapters appeared in the November 1934 and January 1935 numbers of the *Atlantic Monthly*.

At present our chief source of information about reviews is the *Book Review Digest*. Of the approximately eighty periodicals indexed, about ten are definitely scientific, about fifteen are general periodicals which more or less frequently contain reviews of science books.

Ditzion in a study and criticism of the *Book Review Digest* points out what should be of great interest to us. He says:

The most obvious fact to be noticed . . . is that four of the periodicals listed—*Herald Tribune Books*, *Boston Transcript*, *Times Book Review*, and *London Times Literary Supplement*—are most consistently ahead in breadth of interest, length, and number of reviews. Indeed, in the very specialties of specialized organs they often excel. This is not surprising when one takes into account their nature, format, and frequency, all of which obviate the necessity of selecting and pruning, strictures which must indeed bind the monthlies and quarterlies of narrower interests.<sup>3</sup>

The *Saturday Review of Literature* is not included in the above statement, altho it has as great a variety of interest, because its reviewing is done on a much smaller scale. Ditzion also points out that it is no longer true that specialists write reviews only for technical journals.

In view of these comments it seems advisable that the selector should examine as many of the above five weekly book reviewing magazines as come into his or her library. *Publishers' Weekly*—and those cornerstones of all selection, the *Booklist* and the *Book Review Digest*—should be scanned. Because not all titles sought will be found in these it is wise to examine with some regularity those periodicals on the library's subscription list which contain reviews of science books. Particular mention should be made of *Science News Letter*; its

\* Science Librarian, Antioch College, Yellow Springs, Ohio.

<sup>1</sup> Schultz, R. S. and Pallister, Helen. "Book Reviews in Psychological Periodicals." *American Journal of Psychology*, 46:508-11, July, 1934.

<sup>2</sup> Haines, H. E. "Book Reviewing in Review." *Library Journal*, 59:733-7, October 1, 1934. Also her *Living With Books*. Columbia University Press, 1935, p. 93.

<sup>3</sup> Ditzion, Sidney. "Book Reviewing Media and the *Book Review Digest*." *Library Journal*, 59:425-6, May 15, 1934.

"First Glances at New Books" is "probably the best available combination of promptness with evaluation."<sup>4</sup> While these notes are often very brief they give one something beside bibliographical data, and they appear weekly. For more critical comment one may have to wait for longer reviews to appear in the more scholarly and technical journals, such as the following: *Nature*, *American Journal of Science*, *Science*, *Journal of the Franklin Institute*, . . . *Philosophical Magazine*, *Journal of the American Chemical Society*, *News edition of Industrial and Engineering Chemistry*, *Journal of Chemical Education*, *Journal of Geology*, *Economic Geology*, *American Journal of Psychology*, *Psychological Bulletin*, *Botanical Gazette*, and *Quarterly Review of Biology*. Reviews of English books can prepare one for decision on purchase of American editions of the same, as could have been the case with Julian Huxley's recent work *Science and Social Needs* which appeared in England as *Scientific Research and Social Needs*. It is well to remember that occasional books are of such appeal that they may be reviewed in the *Journal of Adult Education* or other periodicals not obviously concerned with science. Miss Haines, in her *Living With Books*, devotes a chapter to "Nature and Science" which gives many helpful suggestions.

A file of references to reviews in periodicals received by the library may be maintained. Entries in such a file usually give author, title of book, whatever bibliographical data are available, exact reference to one or more reviews, with indication of length, brief quotation to show tone of review, and author of review if indicated in any way. The recent revival of the *Technical Book Review Index* by the Special Libraries Association should make such a procedure unnecessary for most libraries.

During the course of the year one may check against the lists issued by libraries: *Pratt Institute Quarterly Bulletin* and New York Public's *New Tech-*

*nical Books* (also a quarterly) for example. Examination of Pratt Institute's *Technical Books of the year*, *Booklist Books*, other annual lists, and new subject bibliographies, will serve as a means of checking for titles that may have been overlooked, or upon which judgment has been delayed, or which for other reasons have not yet been purchased.

## The Popularization of Science

Not only must the selector have some such methods as the above for learning promptly about new books, but must take into account qualities in the books themselves, particularly when choosing them for readers with little or no scientific background. Books prepared for such readers are characterized variously as "readable," "humanized," or "popular."

Popularization of knowledge is not new,<sup>5</sup> altho we are experiencing a current revival, but examination into its values, methods, and justification has only now become the subject of thoughtful study. The first challenge to scholars was sounded in an address delivered by J. H. Robinson to the American Association for the Advancement of Science in its 1922 meeting. Originally printed in *Science*, this address was incorporated in *The Humanizing of Knowledge* in 1923.<sup>6</sup> Since then, for various reasons, interest in this type of writing has steadily increased. The economic depression, with the enforced leisure due to unemployment, stimulated such agencies as the American Library Association, the Association for Adult Education, and others, to concern themselves with the problem of finding simple books for recreational and informational reading as well as for vocational advancement. *Science and the Public Mind*<sup>7</sup> summarizes a recent careful study undertaken at the invitation of the Association for Adult Education. Any librarian who is interested in the possibilities of science for everyone will find that this book repays thoughtful study.

Many books are being written by scientists for non-technical readers. However, there is no comprehensive plan for the production of science books for the layman. Among the scattered independent publishing projects which recently have provided such books are several which may be mentioned. The Scientific Book Club has for several years recommended titles to its members; the other book clubs only occasionally select science books for mention. The *Century of Progress Series*

<sup>4</sup> Gruenberg, B. C. *Science and the Public Mind*. McGraw-Hill, 1935. p. 106.

<sup>5</sup> Beck, G. F. "Pitfalls of Popularization." *Journal of Adult Education*, 1:117-23, April, 1929.

<sup>6</sup> Drachman, J. M. *Studies in the Literature of Natural Science*. Macmillan, 1930. Ch. XXI, "Popularizers of Science," p. 372-93.

<sup>7</sup> Robinson, J. H. *The Humanizing of Knowledge*. Doran, c1923, p. v; rev. ed. Doran, c1926.

<sup>8</sup> Gruenberg, B. C. *Science and the Public Mind*. McGraw-Hill, 1935. xlii, 196 p.

(Williams & Wilkins) by "well known scholars presenting the essential features of those fundamental sciences which are the foundation of modern industry," consists of twenty small books that were written to acquaint people with developments of the last hundred years; *The Humanizing of Knowledge Series* (Doran) is an older one with a similar purpose; mention may be made also of *Highlights of Modern Knowledge* (University Society, New York). Some of the cheap reprint series now include science books which have proved simple or interesting enough to have a steady sale at the new lower price. The University of Chicago's new plan has stimulated the writing of text books to fit in with the cultural viewpoint important in the first two years of the curriculum. Professor H. B. Lemon's *From Galileo to Cosmic Rays* (University of Chicago Press, 1934) was the first so written; others appeared in the fall of 1935. Such books should be useful for the adult who wishes to familiarize himself with theories and applications in general acceptance among scientists today. *The Advance of Science*, edited by Watson Davis (Doubleday, 1934), is a book which gives a general survey of recent important scientific achievements, and which in the opinion of one reviewer might well be an annual project.\*

It is evident that the educated layman has some opportunity to find science presented in a style and form suited to his background. It is nevertheless difficult to find suitable books in many fields, and it is more difficult to find them for the adult reader who has had limited education. General lists of books suitable for these groups, useful because they include science, are Felsenthal's *Readable Books in Many Subjects* (American Library Association) and Hoi's *Books of General Interest for Today's Readers* (American Library Association). Ten of the *Reading with a Purpose* booklets (American Library Association) are about scientific subjects. The Washington Academy of Science's *Popular Books in Science* (American Library Association, 4th ed. 1929) and the twenty-seven *Science Booklists* published by the American Association for the Advancement of Science in 1932 (some of them since reprinted or revised with the cooperation of the American Library Association) are important special lists. Occasionally some qualified person will discuss a few to several books in the pages

of a periodical—Waldemar Kaempffert, science editor for the *New York Times*, recently compared several physics books,<sup>8</sup> and K. F. Mather, chairman of the editorial committee of the Scientific Book Club and geologist of Harvard University, suggested a dozen or so books for "keeping up with science."<sup>9</sup>

The influence of magazine and newspaper dissemination of information on science should not be ignored, since these media have an appeal for many who cannot or do not read books. Among the non-technical magazines dealing with science the following are of general interest: *Science News Letter*, the weekly summary of current science published by Science Service beginning in 1921; *Discovery*; a *Monthly Popular Journal of Knowledge*, an English periodical of the same general type as the *News Letter* containing several pages of reviews; *Science Leaflet*, "a publication for the popularization of science... for the student of science and for the layman," now in about its tenth year, probably not well known outside the classroom, altho the editorship of Pauline G. Beery should assure dependable articles; *The Scientific Monthly*, "an illustrated magazine devoted to the diffusion of science," which began publication in 1915; the *Scientific American*, now in its ninetieth year. Publications of the type of *Nature Magazine*, *Natural History*, or the *National Geographic Magazine* frequently contain popularly written articles on scientific topics.

The importance of adequate reporting in the newspapers has long been realized by scientists. The American Association for the Advancement of Science<sup>11</sup> and the American Chemical Society<sup>12</sup> have for a number of years cooperated with the press. In 1921 Science Service, "an institution for the popularization of science," was organized under auspices of important scientific groups. In addition to publishing *Science News Letter*, it prepares syndicated material for use by newspapers and magazines, and has sponsored radio talks over the Columbia Broadcasting System for more than ten years. The press itself has also recognized that science is news which is worth careful reporting. In 1927 the Associated Press appointed two science editors<sup>13</sup> and large newspapers now have similar appointments. The most recent evidence of this interest was the formation in 1934 of the National Association of Science Writers.

\* The publisher's jacket says subsequent volumes are planned, but does not indicate possible frequency.

<sup>8</sup> Kaempffert, Waldemar. "Popular Books on Physics." *Review of Scientific Instruments*, 6:91-5, April, 1935.

<sup>9</sup> Mather, G. K. "Keeping Up with Science." *Progressive Education*, 11:257-62, April-May, 1934.

<sup>11</sup> Livingston, B. E. "Newspaper Reports on the Meetings." *Science*, n.s. 66:368-70, October 21, 1927.

<sup>12</sup> Clark, A. H. "Science and the Press." *Science*, n.s. 68:91-100, 121-5, August 3, 10, 1928.

<sup>13</sup> Gruenberg, B. C. *op. cit.* p. 93.

"The Service of Scientific News," (editorial) *Nature*, 134:473-74, Sept. 29, 1934.



## Trends in Science

In addition to trends in writing, trends in science itself are revealed in the publications of scientists today. The year 1935 witnessed one of the first steps in accumulating material relating research to social needs in *Science and Social Needs*, which concludes with these words:

The chief moral of this book, it seems to me, is that science is not the disembodied sort of activity that some people would make out, engaged in the abstract task of pursuing universal truth, but a social function intimately linked with human history and human destiny. And the sooner scientists as a body realize this and organize their activities on that basis, the better for both science and society.<sup>14</sup>

The note of social responsibility struck here, and more and more in current writing, was unheard of a generation ago.

It is a considerable number of decades since the formulation of such philosophy-disturbing theories as evolution, bacterial cause of disease, the cell as the unit of life, to mention but a few. The twentieth century, young tho it still is, has seen fundamental changes in the physical sciences; effects of the concepts of relativity, electrical nature of the atom with consequent interchangeability of matter and energy, the modern quantum theory and wave mechanics have been far-reaching. These new philosophical and mathematical approaches have completely upset the orderly, machine-like physics accepted in the last part of the nineteenth century. It is

a foregone conclusion that the proponents of the old and new hypotheses will continue to present their viewpoints and evidences on this controversy in the technical and non-technical literature for some time to come, until the "old" physics is superseded by the "new," and it is necessary to be able to recognize shifts of attention from one emphasis to another. Altho the upheavals in the physical sciences occupy a prominent place in the literature of today, it is decidedly important to keep informed of new trends and changes in the subject matter of other sciences. This is possible thru systematic examination and reading of magazine articles and new books as suggested earlier in this discussion.

Science books, then, present certain problems to the selector. Notes and reviews appear less promptly than for most books, and, tho good discussions of many of them are to be found in the general book reviewing periodicals, for the more technical work it will often be necessary to wait for an authoritative evaluation to appear in some more technical journal. Location of such information is possible if the principal sources available in the library are checked regularly. To make decisions on titles, particularly when selecting with non-technical readers in mind, depends on more than the facility with which reviews may be found. A knowledge of the kinds of science books being written, how they are written, and by whom—an understanding, at least an awareness, of the changes which are taking place in subject matter and of general trends in these subjects—are each equally necessary for intelligent and satisfactory selection.

## Thoughts in a Library

By Agnes Kelly

EACH in your appointed space; crowded companionably close yet each remote; guarding so jealously within yourselves your small portion of all here spread before my eyes—a record of the whole history of creation. It is here in its entirety: man's petty schemes, his secret sins, his struggles to achieve, his faith, his hope, his charity, his profoundest thoughts, the beauty he created, knew, accepted, the dreams for which he died.

I am nothing. Yet I am one with all that you record. I have known weakness, frailty, but I have touched the fringe of the divine. Deep within my being is buried the image of

an immortal masterpiece that may never be spread on canvas but in the few, brief, fleeting moments that it lives, I walk down the ages with Michaelangelo: a song, unborn, stirs faintly in my breast, and my spirit communes with Beethoven: words, phrases clamor for expression—words that might hold the centuries enthralled—and in that hour I stand with Shakespeare.

You hold such treasures. I vainly beat my breast with longing to know all that you possess. You are vital, real. You are Expression. I leave you so reluctantly, my friends—my books.

<sup>14</sup> Huxley, J. S. *Science and Social Needs*. Harper, 1935. p. 279.

# A Social Approach to Adolescence

By Hester H. Cam\*

IF a library were only a sequestered cloister of learning for the scholarly, it would have no place in an East Harlem community. There are few scholars. Life is certainly not cloistered. It is lived principally on the street. And the street, according to Dr. F. M. Thrasher, author of *The Gang*, is the beginning road to crime for the adolescent. To counteract the insidious thrills of the street the social agencies of the neighborhood have united in an extensive recreational program, including play streets, boys' clubs, sport contests, handicraft clubs, drama groups, etc. In this program the library, too, has a definite place.

The library has a form of recreation to offer which can be followed thruout a lifetime. It need not stop when no longer directed as certain activities are sure to do. It can provide either individual or group recreation. The materials are always available. However, in a neighborhood like East Harlem, such a recreation needs cultivation. There are a few, as there are in any community, to whom books make their own appeal. But of far greater number are those to whom books are a closed door unless the door is opened and opened with understanding.

We are told by students of the adolescent that he is ready to try anything. He is an adventurous soul ready to climb the highest peak or go down the longest flight of stairs. We of the library must offer our adventure along with all the others he will try.

At the Aguilar Branch of the New York Public Library we are offering ours thru a book room, or browsing room, as we have called it, for young people. A year old this summer it already has made a definite place for itself in the neighborhood. Located at the back of the balcony which forms a mezzanine floor on three sides of the first floor circulation department of the branch, the browsing room is readily

accessible. A small informal room with a fireplace, curtains, and flowers it provides a friendly background for our collection of about two hundred books. And there are books of all kinds. Not only have we illustrated classics, but also, Zane Greys and mysteries for the boys, for the girls a variety of school and love stories—the latter also surreptitiously read by some of the boys. None of these books is for circulation, but is to be read in the room. A few new ones are added each month, a few worn ones discarded or transferred to circulation.

We started last summer by personally calling the room to the attention of individuals. When school started we introduced it to the classes that visited the library. In New York (Manhattan, the Bronx, and Richmond) the branch libraries carry on active work with the public and parochial schools under the direction of the Superintendent of School Work. Whenever a branch is near a school, an assistant from that branch visits the school regularly. She offers the services of the library and makes arrangements for class visits whenever desired by the school. Usually the school is glad of the opportunity and immediately arranges a schedule.

## *Introducing the Library*

Thru these classes we bring into the library many boys and girls who did not know such a place existed or else were unaware of what it offered. Even the lower grade classes visit the children's room for picture book talks. The older classes are given instruction in the use of the library as well as book talks. When our boys and girls reach 8B grade they may obtain admittance to the adult department of the library. The usual procedure is to give these classes an introduction to the adult department with a catalog lesson. To the 9A or first term high school classes we give a

\* Reference and School Librarian, Aguilar Branch, New York Public Library.



BROWSING ROOM, AGUILAR BRANCH, NEW YORK PUBLIC LIBRARY

lesson in the use of the *Readers' Guide to Periodical Literature*, and to the 9B or second term high school, a lesson in the use of some of the more general reference books, such as encyclopedias, *Who's Who*, *World Almanac*, and atlas. Such a schedule is not rigidly followed but altered to meet the circumstances and the requests of the teachers.

If a class visits the library only once, a book talk seems most important. A flicker of interest must be aroused, else all the instruction lessons in the world are of little value. Incidentally the browsing room makes a perfect source of supply for these book talks and partially satisfies the after demand. Everyone who gives book talks knows the disappointment of eight or ten or more who never see the book talked about. With a duplicate copy in the browsing room our boys and girls have the assurance that they may come in and look it over at their leisure. We, also, have become a book information service for the few who are starting small libraries of their own. Our collectors have so little to spend that each book purchased is a serious matter. Each one is talked over and carefully considered.

The noon hour from 12 A. M. to 1 P. M. and the afternoon hours after the close of school from 3 to 6 P. M. have been found to be the times when the room was in the greatest demand. There are several schools in the immediate neighborhood. Many of the students do not go home for lunch but either receive it at school, or bring it with them. Some finish in ten or fifteen minutes and then descend on the library to read for the remaining forty or forty-five minutes. Then the browsing room is filled to capacity with twenty or twenty-five readers. In the afternoon hours we have found the average use to be about ten readers per hour with perhaps twenty or more drifting in to look over the books and exchange opinions.

A librarian always is scheduled in the room. She is there to meet the new people coming in, to explain the room to them, to learn their interests, and to lead them to books which she thinks they will enjoy. She remembers the interests of initiated readers and suggests new books to them. Sometimes she endeavors to stimulate informal discussion among the boys and girls. At all times she is a hostess librarian, never a supervisor.

During our first year we have seen a boy begin to look idly at the pictures in an illustrated airplane book. Then he has been tempted by Gail's *By Rocket to the Moon*. He has tried Jules Verne. By that time he is beginning to be a fan. Next we hear him advising a newcomer. Later he brings a friend.

Jennie visited the browsing room last summer. She started reading *Jane Hope*. During the summer and fall she read every girl's story we had. When school started Jennie began a course in costume designing in trade school. She came to the browsing room to ask about books and magazines to help her. Recently Jennie has asked for books about famous artists. Now she is reading Janet Scudder's *Modeling my Life*. We know Jennie likes the informal friendly atmosphere of the browsing room where the "teacher" always has time to talk with her.

John developed an interest in magic. He aims to be a second Thurston. He has studied tricks from our Houdini and Fischer books on magic and perfected a number. He is acquiring a bit of a reputation and giving amateur performances. But he still visits the browsing room and does a trick for us or sits down to learn a new one.

Admitted that for one who stays there are others who come once or twice and then drift away. Yet each time there is the chance that the adventure we are offering is going to appeal. We hope, too, that we are building for the future. It is infinitely easier to interest a twelve or fourteen year old than it is a boy or girl of eighteen. If in the future, as today, so many of our boys and girls are going to find no work after school, it seems as if it were a part of the library's job to show them what we have to offer and to help them build up an enjoyment of reading.

### *The 25 Most Popular Books*

A list of twenty-five of the most popular books in our browsing room reflects the influence of the movies as well as the perennial popularity of some of the old favorites. But, perhaps, they should be called first read or bait books rather

than most popular books, for after the first two or three we find the young people branching out in all directions.

Abbott: Molly Make-Believe  
 Alcott: Little Women  
 Balmer: When Worlds Collide  
 Becker: Under Twenty  
 Clemens: Adventures of Huckleberry Finn  
 Doyle: Sherlock Holmes: Complete Short Stories  
 Dumas: Three Musketeers  
 Fairbank: Bright Land  
 Fischer: Illustrated Magic  
 Gail: By Rocket to the Moon  
 Gray: Jane Hope  
 Grey: Young Pitcher  
 James: Smoky  
 Meigs: Invincible Louisa  
 Montgomery: Anne of Green Gables  
 Porter: Four Million  
 Robinson: Trigger John's Son  
 Stallings: First World War  
 Sterritt: Sophie  
 Sugimoto: Daughter of the Samurai  
 Verne: Twenty Thousand Leagues Under the Sea  
 Waterloo: Story of Ab  
 Wells: Invisible Man  
 Winter: Minute Epics of Flight  
 Wyss: Swiss Family Robinson

### Vital Statistics Available

The following 29 vital statistics reports, 27 of them by Dr. Frederick L. Hoffman, well-known statistician, are made available to libraries by Dr. Hoffman thru the Vertical File Service. The charge set is to cover postage and handling—5 or more studies at 5c each, the set of 29 for 85c—to be charged to libraries' accounts with The Wilson Company unless the librarian prefers to send payment with the order.

Economic Progress of the U.S. during the Last 75 Years  
 Factors of Sickness in Industry  
 Failure of German Compulsory Health Insurance  
 Is Leprosy Increasing?  
 Lead Poisoning Legislation & Statistics  
 Life & Death in Medical Profession  
 Mortality in Western Hemisphere  
 Public Health & National Insurance Act of Great Britain, by Brend  
 Rural Health & Welfare  
 Suicide Problem  
 Taxation of Life Insurance in U.S., by Dryden  
 Malaria in Fla., Ga., & Ala.  
 Malaria in Va., N.C., & S.C.  
 Plea & Plan for Eradication of Malaria thruout Western Hemisphere  
 Present Trend in Malaria Death Rate  
 Cancer Facts & Fallacies  
 Cancer in Brit. Malaya & the P.I.  
 Cancer in Canada  
 Occupational Incidence of Cancer  
 On the Causation of Cancer  
 San Francisco Cancer Survey Reports: Nos. 1, 2, 3, 4, 5, 6, 8, 9, and Supplement to No. 7



## Atmosphere in the Children's Library

*By C. Elta Van Norman\**

THE children's librarian has a double problem to solve in that she must instill in the minds of her patrons not only a love of good reading but also principles of good citizenship, cooperation and ethical values. Two factors determining the attitudes and habits established by the children are the personality of the librarian and the atmosphere of the library.

Librarian personality has been discussed at length by numerous individuals and in various ways. It is sufficient to say here that the average librarian who works with children is expected to have an almost unequalled intelligence, an un-failing memory, great "breadth of vision" (whatever that is), absence of racial prejudice, love of all children, and beauty of form, face and personality. It is needless to say that few librarians live up to the expectations of the public in all these points. Since no one individual can possibly hope to have all these attributes to the nth degree, she must necessarily find a few short cuts or substitutes for some, and it is a wise librarian who realizes the value of the proper library atmosphere for children, and the extent to which it may overcome any handicaps she may have personally.

Let us first look at the room itself. Many so-called model libraries for children are cold, cheerless places, not be-

cause money has not been forthcoming but because the child's own needs have not been considered when buying furniture and equipment. The color of the furniture has much to do with the happiness of the child's life in the library. If the room has a sunny exposure, it may be safe to try out the green tones and very plain lines. In the average room, however, the warm color of old maple and the informality of the Colonial type of tables and chairs give a much more restful and homelike feeling and at the same time is sturdy and conservative enough to have lasting value.

Since children are naturally restless and uneasy, special care must be taken to have the seating equipment comfortable. Chairs and tables must be in at least three different heights, the tiny ones for the primary, those for intermediates, and those large enough to seat comfortably the eighth grade boy who in the past years has become taller than his father. Window seats add much to the beauty of the room, but more of comfort and informality. Such seats should not be too high, for it is here that the little children will like to gather. If possible every window seat should be cushioned, thereby increasing the possibility of browsing for pleasure. A heavy, firm fabric in a soft, durable yet warm shade may be used. The expense of

\* Department of School Libraries, Genesee State Normal School, Genesee, New York.

such cushions varies greatly. Boxed and fitted they may cost a prohibitive price for the small library. They are worth the price in durability and beauty if the library has the money. Otherwise, there are makeshifts. One clever librarian sliced down an old cotton mattress and had it covered with a slip cover of cretonne. It meant an expenditure of a great deal of labor but the result was most satisfactory. If even this is not possible, at least simple colorful cushions will help.

Fortunate is the library which has a fireplace, for a room has no better center for activity and recreation. Again if the library has unlimited means, the ideal fireplace group for children is a sturdy davenport, or one or two easy chairs and reading lamps. Unfortunately few libraries are able to have these. Benches are now made by the houses which handle library equipment—benches of a type that will create an old fashioned cozy inglenook before the fireplace. And again, cushions, plenty of them and bright colored ones. Or kindergarten benches with their accompanying picture-book shelves may be grouped near the fireplace tho these last are somewhat more formal than the others. In purchasing equipment for the children's library the principal factors to be kept in mind are "hominess," comfort and informality.

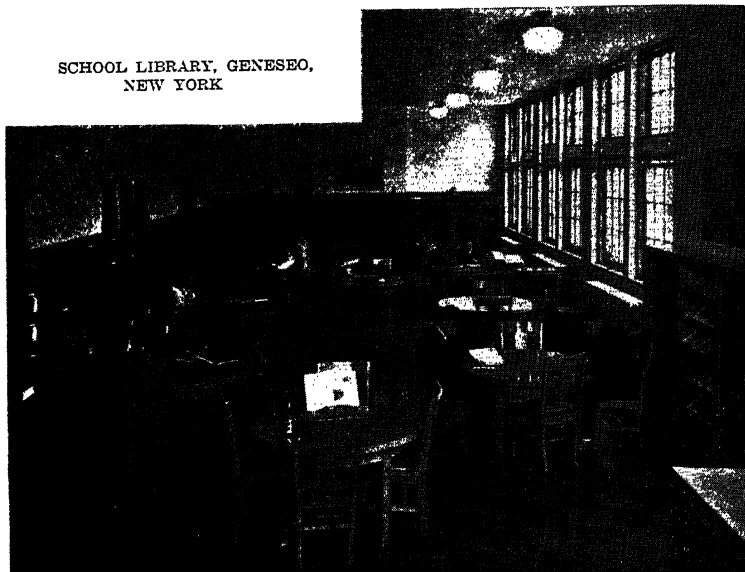
Even tho the library funds are low, still the cheerful atmosphere may be kept. Old and battered furniture takes on new life with one new coat of varnish, or better still, a thoro cleaning and waxing. If the room is small, the walls dark and the shades dingy, wonders can be accomplished by merely buying new clean, light shades and painting the walls dark cream or buff. There should be kept in mind always the fact that warm tones of cream buffs, browns, and reds are happy library colors for children.

Plants properly cared for are also a factor in creating a pleasant library atmosphere. If window ledges are wide enough window boxes are very attractive and certain dependable children may contribute to their care. But if plants do not grow successfully in the library for some unknown reason, remember that raggle-taggle green things are worse than none.

One well kept fern is usually worth several smaller plants. And ivy, our rugged old friend, can be used in many ways. In winter, a few branches of bright winter berries will add color, as will a large jar of the popular Japanese lanterns. Containers that are very attractive may be bought for a small sum, or may be free. One of the most popular is an attractive green bottle just the shape for a narrow window sill, and which comes filled with a new fruit juice. If there is space nothing is lovelier than a large fernery or one of the new sets of window brackets and shelves which will make of one end of the room a veritable conservatory.

As for decoration—let there be *color*. If there is a small amount of money to be spent, one good color print will suffice as far as pictures are concerned. But it must be of interest to the child—a life print, something within range of his experience or study. Landscapes are interesting in the proper place, but not for the simple children's library. It is well, no matter how small the room, to allow wall space on which to mount temporarily certain friezes, murals or other decoration done by children in grade rooms. For example, in one school, a group of children worked out, in the sixth grade in connection with an early New York history unit, a frieze eighteen feet long depicting the life of New Amsterdam in the early days. This has held a place as an exhibit in the library for a week. In the same school during Book Week there appeared a procession of book characters, ranging from Little Black Sambo to Tom Sawyer and Jo in *Little Women*.<sup>\*</sup> These figures had been worked out by committees in the several rooms after favorite characters had been chosen—they then were cut from beaver board, painted in tempera and shellacked and made a most interesting decoration and exhibit, one which can be used repeatedly at intervals. Many other types of decorative material will be done by the children and the library is the logical central place for exhibiting it. However such material should never become permanent decoration, for after all it is of temporary interest only or is of interest to the group only. As for actual mural

<sup>\*</sup> See illustration on page 382.

SCHOOL LIBRARY, GENESEO,  
NEW YORK

decoration, it is not always practical in a library where the children are constantly changing. It is very expensive; when walls become somewhat soiled is equally expensive to retouch or repair; and as times and styles change, it may lose its interest unless done by a really excellent artist, in which case very few libraries will be able to afford it. Such things as ship models, pieces of pottery that are both colorful and artistic certainly have their place in the library. Bits of woodcarving and period dolls may be used. One librarian has on her desk a well-carved figure of Pinocchio—has had it there so long that it has become part of the library and an actual friend of the children. Another library has made a small but interesting Indian collection, and another has collected coach models which form an interesting parade on a book ledge.

The use of inexpensive India prints in the bright reds and yellows and also the mats cut from bright colored oilcloth (table) add much to the attractiveness of the reading table and they are most practical. Even the desk blotters which come in soft colors are better than a bare table if the small display is to be interesting

It is impossible in so short a paper to go into detail concerning library publicity for children. Let us remember, however, that anything in the line of advertising pleases the child; therefore while it may be simple advertising it must be carefully and correctly done. There are a few practical suggestions along this line which may be of interest to the children's librarian. The ten cent books found on the counters of many stores today furnish an excellent source of picture material. Whether to mount them depends on the amount of time and money available. If mounted, they should be artistically done by some one who knows how, they should preferably be double mounted and they should be mounted in sets so that there will be a sufficient number of one subject similarly mounted to make a unified bulletin board.

Posters are now made with all lettered, printed, or written matter kept separate from the decorative material thereby making it possible to use the material repeatedly and in many different ways. Sets of building logs are excellent helps to use in connection with farm units, study of pioneer days and for Washington's birthday. For the same birthday

there is also available a miniature Mt. Vernon which is correctly scaled and well worth the price of one dollar. It may also be used in connection with work on Colonial life. One may buy sets of animals, domestic and wild, for use in connection with farm life and nature study book displays. Other items of interest are the alphabets of colored pressboard and white wood. These may be purchased from various companies and are an invaluable aid where there is lack of time to make beautifully lettered headings for posters or signs for exhibits. The wood letters are particularly useful since they merely stand on the table. When Christmas comes there are innumerable aids for the library. Crèches are always pleasing and they vary greatly in kind and price. Few libraries can afford the hand carved wood images, but copies of these are sold in wood or plaster in many of our five and ten cent stores. Last year we were able to get a folding cardboard crèche designed by two of our best children's artists from the publishing house at a ridiculously low sum. Another, published in book form with perforated figures, is sold for ten cents and is really most attractive when set up.

The essential thing in the atmosphere of the children's library is, however an intangible thing—the feeling of “at home-ness.” All of the means listed above contribute to this feeling but not one of them or all of them can be sufficient. Certain librarians and educators believe in the same strict discipline in the library that is found in the classroom and in the study hall. I maintain that the children's library is a unique institution. Here come boys and girls at various times, full of life, full of enthusiasm and ready to learn. Many of them, however, are yet too small to actually read a book or to sit quietly for any specified length of time and grasp ideas from printed matter. But how they do love to trip in and go from picture book to picture book whispering excitedly about something new and interesting.

Two older boys thrilled at the prospect of making a model engine or plane rush pellmell into the room, literally grab the *Popular Science* and confer—oh, so

earnestly. Are these the type of patrons the children's librarian should chastise? They are not quiet in the usual sense of the term—in fact in their zeal they may even squeal aloud and should they, therefore, be refused the use of the library? I think not, since the great aim should be to have the children *like* the library. Even before the question of good citizenship, discipline and the love of reading comes the problem of urging the child to become “library minded.” Unquestionably, there are times when words of caution are necessary, in some cases methods that are much more stringent, but I know these cases can be made the exception. True, not all children who like the library room will automatically become good library citizens and we have only to look at the reading rooms in our public libraries to realize that not all the patrons become intelligent readers. Nevertheless, I still maintain that if you create for the child the “livable” atmosphere in the library to the extent that he loves it and becomes a part of it, then “all these things shall be added unto” him.

### Institute and Seminar

DURING the second term of the Summer Quarter (July 27-August 28) The Graduate Library School of the University of Chicago will conduct an Institute and a seminar for the benefit of librarians in service.

The Institute, August 3-15, is designed particularly for librarians of city and county libraries, librarians of library extension agencies, and teachers of library science. The lectures and discussions will deal with: (a) recent social studies and trends in government and education; (b) the results of investigations contained in a number of studies, such as Studebaker, *The American Way*; Joeckel *The Government of the American Public Library*; Gray and Leary, *What Makes a Book Readable?*; Wilson and Wight, *County Library Service in the South*; and Kelley, *Woodside Does Read*; (c) the results of experiments in the conduct of adult educational programs, the development of readable books, and the reproduction of resources for research thru films; and (d) experiments in reorganizing curricula in library science.

The seminar, which will extend thru the entire five weeks of the second term of the Summer Quarter (July 27-August 28), is intended for college librarians and will deal with the liberal arts college library. The problems of libraries of this type will be approached from three directions: function, method, and experimentation.



# Letters from an English Cousin

*This is one of a series of informal communications from England appearing bi-monthly in the "Wilson Bulletin." Our English correspondent is Frank M. Gardner, F.L.A., of the Kensal Rise Public Library, Kensal Rise, London N.W. 10, and editor of "The Library Assistant," official organ of the Association of Assistant Librarians. English librarians are invited to send material and photographs to Mr. Gardner for this department.*

## VIII.

Dear Friend:

I have this month another English children's library to describe—a library of my own this time—which has just been completed. Modesty would keep me silent about it, but for one special feature, a pair of mural paintings executed by two students of a neighboring art school. The artists have taken two well-known children's books as their theme, *Treasure Island* and *Alice in Wonderland*, and two brilliant pieces of decoration have resulted. The vivid tropical coloring of the *Treasure Island* panel conjures up Stevenson's masterpiece as no other illustration I have seen. The illustrator of *Alice* had a more difficult task, in view of the enormous number of illustrators of the book, but in fantastic imagination and subtle tones he has made a picture which is a worthy companion to the other. These pictures are well worth a visit should you make the journey across the Atlantic in the near future. (I hope you would come to see me in any case, of course.)

The library itself has been furnished and decorated as simply and brightly as possible; in accordance with the theory that hard square outlines and bright colors are the best means of education in taste for the child. Any approach to luxury and civic dignity, apart from being wasteful in a room exposed to hard use, is thrown away on children, who cannot be expected to have any appreciation of decorative woods, paneling, or other subtleties of decoration. The color scheme of the room is cream and orange, with touches of green and black. Lighting fittings are of a modern type with orange pendants, and the curtains are green. The chairs (spidery I am afraid) are painted orange with black rails, the rest of the furniture being in light waxed oak. The staff enclosure is a small one for operation by one person, and wickets, being impracticable in any case, were omitted. That last creaking reminder of the closed library is rapidly disappearing in England, tho some check is of course necessary in the really large library. Shelving is arranged round the walls of the room only, and is five feet high, with flush surfaces and fixed

shelves. In a small, loosely classified library with over half its stock constantly in circulation, it was found that adjustable shelves were simply not worth bothering with. Display cases are arranged at convenient places on the walls, and an experiment was tried with these, black glass being used for poster panels instead of the more usual cork linoleum. Simple designs are cut from colored paper, pasted direct on to the panel, and removed with a damp cloth when required. This has been highly successful, displays lasting much longer than the usual cardboard and drawing pin display. We have been experimenting with letting children make their own posters for books they have read, and another advantage has become apparent, in that displays when unsuccessful are quickly destroyed. Perhaps these descriptions of displays may not be of great interest to you, since the English plan of having permanent cases for use with posters seems rather different from the American method of unit displays for arrangement anywhere. From my study of photographs I have noticed that American displays seem much more elaborate than ours, tho whether they are more useful may be debated. The exhibit of art books illustrated in a recent issue of the *Wilson Bulletin* for instance, did not, delightfully arranged as it was, appear to have any great practical value unless backed up by a special grouping of books on the shelves of the library, since only eight books were shown on the display. The English method of grouping twenty or thirty special books round a single appropriate poster seems to me more useful. But it is of course dangerous to make comparisons without a close knowledge of actual practice. Miss Kelly's standard exhibits, illustrated month by month in the *Wilson Bulletin*, must have been most useful to American librarians, and they certainly gave me several ideas.

Writing as I am on the eve of a new year, I naturally feel in a reminiscent vein, tho 1935 in English librarianship has been nothing much to write home about. The year has seen the conception of great events rather than their birth. We had a conference outstandingly rich in ideas, which should have some influence on the future, but we cannot

expect any signs of that influence yet. A few committee men were apparently impressed by Professor Laski's advocacy of a seven day opening, and have been harassing their librarians since, but committee men are like sparrows—they pick up crumbs readily enough, but anything larger is too much for their digestions. We have begun to pick sides on the nationalization question, and a few preliminary skirmishes have occurred. Blast and counterblast from Messrs. Mitchell and Savage, assertion in a Library Association textbook and denial by the Library Association, resolution and counter resolution by various bodies of librarians, with the county librarians generally proposing and the municipal librarians firmly opposing—all these things have shown how much controversy there is going to be before a national library scheme is adopted or finally rejected in England. The main fear is not against nationalization itself, I must explain lest you should think us rather foolish, but against government by the Board of Education. A separate Libraries Department seems too much to expect. The counties have naturally not got this fear, since they are under the Board of Education already. A librarian friend of mine has been welcoming the signs of battle, for, being of an argumentative nature, he regrets that usually we haven't anything worth arguing about. A petty argument on the provision of fiction and recreative reading, with the question whether we should compete with the cheap circulating libraries, has been dragging on for years, and recently burgeoned into the correspondence columns of one of our great daily newspapers, the *Daily Telegraph*, no less. The correspondence was quite futile, if amusing at times, the writers, who included several librarians, showing an entire ignorance of recent research on mass reading. They confined themselves to hitting each other with bladders, and only succeeded in showing us that the bladders were filled with air. Even an article on the subject in the *Library Association Record* did not settle the matter, tho Mr. Savage's bladder is filled with a material much heavier than air. A devastating piece of dialectic which pulverized the unorthodox but did nothing to explore the motives for the existence of unorthodoxy. Librarians in England are suggesting competition with circulating libraries because they want to help the semi-illiterate, not because they are hypnotized by figures. They may be wrong, but no one has proved where they are wrong yet. Indeed there is a certain amount of evidence that the bad reader reads poor books not because of some perversity in his nature, but because he is physically unable to read anything better, and that a great deal of good may be done

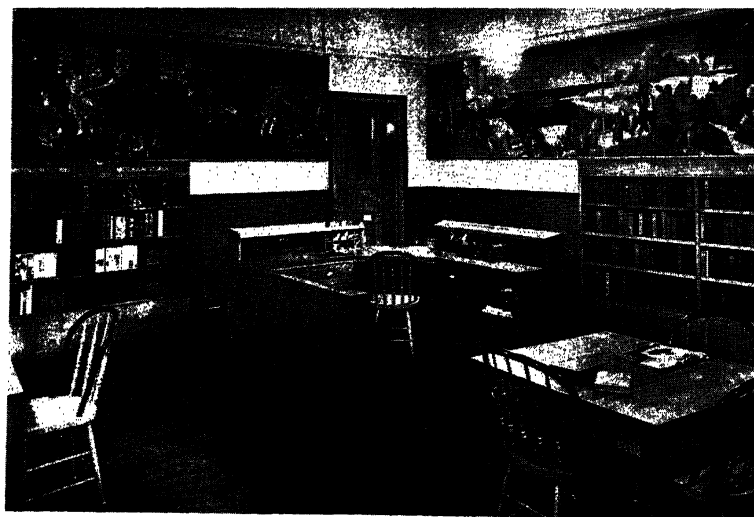
by the careful choice of easy books, and the encouragement of their production.

I wouldn't have you think that we are continually consumed by controversy. These arguments are conducted by the enthusiastic few, and the rank and file remains unmoved by events and keeps its traditional lack of interest in library progress. The officers of the Association of Assistant Librarians had a shock recently when the required 50 per cent of members did not vote on the amalgamation proposal with the Library Association, and a conclusive vote could not be obtained. This on a question involving the complete extinction of a forty year old association! This apathy in the parent association is even more pronounced, if one may judge from results in the recent Council elections, when only 15 per cent of members voted.

To return to my theme of events of 1935. I have been looking thru the files of library periodicals, and have got an impression of great dullness, spotted by a few articles still of interest and value. An article on bibliopsychotechnics, or the application of psychology to librarianship, makes a useful preliminary tilling of an untouched field, and we may see more enquiry into this subject in the future, especially since I have noticed an increasing use of the word psychology at meetings of assistants. Another article I re-read with pleasure was one by Mr. Hilton Smith on Library Publications. He has recently been appointed to the editorship of the *Library Association Record*, by the way, on the resignation of Mr. Arundel Esdaile. Curiously enough, the most interesting progress in English librarianship in the past year has been the raising of the standards of library printing generally. Bulletins have been replanned and modernized, and some very neat new ones produced. Some very well designed special lists have been issued, both in contents and type, a list from Sheffield on the Abyssinian question being my own choice as the best of the year. A great deal of the new cleanness and simplicity of library printing is due, I think, to the growing influence of Gill sans type—surely a godsend to the compiler of booklists, with its legibility and beauty on the page. It is interesting to speculate whether the present craze for Gill sans will be regarded 50 years hence as a landmark in the history of typography or merely a passing fashion. I think the former, tho no doubt by then the lusty baby will have found its proper place in the family of great types. But it has come to stay in catalog work.

Apart from Mr. Sharp's book on Cataloging, the long awaited textbook, and Mr. Pafford's *Library Co-operation in Europe*, which is a

(Continued on last page)



THE CHILDREN'S ROOM AT KENSAL RISE, LONDON

ire of this room is a pair of  
Wonderland." The color scl  
of green and black. Note (above,  
stan nocal- mha 11.12

Island"  
cases, which have black  
is a small one, without  
English correspondent to  
Library, which has just co

# The Foreign Scene

By Arthur Berthold

LAST time this department gave a miscellaneous summary of a number of unrelated news items in the library world, and my one excuse for doing so was that I felt a moral obligation to notice some of the important things that had been written about, no matter how diverse. The present writing is somewhat more unified in subject matter—it has to do with bibliography and cataloging or, as the French phrase it, documentation.

Altho the *Quarterly Bulletin of Chinese Bibliography* is already in its second year, it may be well to say a few words about it here. It is a magazine which is issued both in a Chinese and an English edition. The Chinese edition is, of course, the more interesting, but I have no knowledge of the language and so cannot tell you anything about it. The English edition tho largely containing pure bibliography in the form of book lists, is remarkable in more than one respect. Apart from its use as a guide to the transliteration of Chinese names, it aims to give a list of all the more important translations in the Chinese language—a circumstance to be noted by our librarians specializing in popular reading for the foreign-born. An even more interesting feature is the addition of all sorts of bookish news, some of it highly suggestive. Thus, for instance, it tells us that Chinese publishers are fond of issuing long series of books, selling them both by advance subscription and by counter sales; the latter method being over twice as expensive as the former.

Another rather new publication is *South African Libraries*, the July issue of which was available for examination. This publication deals with matters which I imagine were dealt with by most library publications in their nonage: technical problems of very practical and purely local application. Among other things, this issue contains part of an article on "Dewey for the Small Library"—an article suggesting, tho remotely, the *Code of Classifiers* by Merrill. There are however certain distinctive features in this article which may be worth looking over. It is obtainable in reprint form.

Some time ago I had the good fortune to obtain a copy of Fumagalli's *Bibliografia* (4th ed. Firenze, 1935). It is a magnificent little manual and I do not hesitate to recommend it to any booklover with the necessary knowledge of Italian. Now I have another interesting work to record of this most famous of living Italian bibliographers. In the May-

August issue of *Accademie e Biblioteche d'Italia* he has an article on "Rules for a Subject Catalog of the Biblioteca del Fiore of Rhodes Island in the Aegean." The rules are based on Fumagalli's 27 rules which he had appended to his *Cataloghi di Biblioteche e indici bibliografici* (Firenze, 1887). In this new version his youthful effort has been expanded to 75 rules and the whole occupies 28 pages in the magazine. It would be well if some one equal to the task should translate these rules into English. They are the result, the author says, of a careful study of the American and the German practice.

Finally I should like to mention the September-October issue of the *Zentralblatt für Bibliothekswesen*—one of the most intriguing of recent issues of the peer of library magazines. It is the Tübingen Conference issue and contains a formidable number of very able articles. I have singled out for special mention the articles by Fritz Printzhorn of Danzig and Walter Schürmeyer of Frankfort. Both of them have to do with what the authors delight to call *Dokumentation*. The article of Herr Printzhorn is entitled "The Problem of Documentation and the Cooperation of Subject Bibliographies," that of Herr Schürmeyer is entitled, "The Duties and Methods of Documentation." Both of these writers understand documentation to mean "the gathering, the classification, and the making available for use of documents and productions of the mind of all forms and in all spheres of human activity." They begin by criticizing the somewhat utopian attempts of the Institute de Documentation to bring together a universal bibliography without at the same time trying to make it of really practical value by creating a universal library. However, what appears to be utopian on an international and universal scale, is not so unreasonable when attempted on a national scale. For this reason the authors advocate a Centre of Documentation for Germany and the larger part of their articles has to do with the practical problems and methods which such an undertaking may have to face.

It is worthy of note that this suggestion has met with approval from the Tübingen Conference and that a committee has already been appointed to establish the necessary contacts and to work out a *modus operandi*. Of the seven members of the committee the one best known to us is, I suppose, Joris Vorstius with whose yearly index of library literature most of us are familiar.

# Junior Librarians Section

**A**TENTION, junior librarians! This is your department. Its value to you will depend directly on the extent of your contributions to its columns. We want regular reports from every junior group, staff association, discussion club, etc., as to activities, projects, debates, and recommendations. We also invite individual librarians to comment on the life, habits, and working conditions of the library assistant and related matters.

Next month we shall publish in this department a study of the organization and character of the surprisingly large number of junior groups now extant. C. P. Baber, librarian of the Kansas State Teachers College, is the author.

And now, without further ado, we proceed to the announcement of the prize contest launched by the Junior Members Round Table of the A.L.A. in cooperation with The H. W. Wilson Company.

Here is an opportunity not only to win some cash, but also to prove your mettle and be of some service to the whole library profession. Read carefully, please!

## "Library Leaflets" Contest Begins

Are you still saddled, fellow librarians, with a load of post-Christmas bills, and do you wonder where the price of your Richmond trip is coming from? Or have you given up all hope of attending A.L.A. conferences until that temporary (?) salary cut has been restored? In any case, if you could use some spare cash (and who couldn't) the following contest project, adopted by the Junior Members Round Table of the A.L.A. at its mid-winter meeting, will be of interest to you.

### \$45 for Best Three Leaflets

At that gathering in Chicago the group voted to undertake the preparation of a series of short, readable leaflets explaining for the average adult library patron the arrangement and use of libraries and describing a few of the more common reference materials. By way of helping this newest JMRT publishing venture off to a successful start, The Wilson Company has offered to sponsor a contest for manuscripts on the first three topics to be attempted, and has donated prizes of "\$25 for the best leaflet, and \$10 for each of the remaining two titles."

The pressing need for just such simple aids as these, explaining the common materials to be had in libraries, was convincingly voiced in the October *Library Quarterly* (p. 397-404) by Librarian Joseph L. Wheeler of Baltimore's Enoch Pratt Free Library. The present project intends to provide, in convenient form, information of a practical nature concerning the card catalog, the decimal classification, and such dictionaries, encyclopedias, handbooks, and periodical indexes as are commonly found in libraries of medium size. As pocket-size leaflets, these aids to readers could be sold at nominal cost and thus be made available for free distribution to patrons.

## Contest Closes April 1

The manuscript contest for the first three leaflets begins at once and will close April 1 (no fooling!) to allow the judges (two Junior Members and an H. W. Wilson representative) time to pick the winners before the Richmond Conference. Please note that there are but a few weeks in which to act; so if you'd like to be "in the money" when the awards are made, just read the rules below, sharpen up a few pencils, and try your hand at this newest chance to win yourself some cash.

## Rules of the Contest

The three leaflets will deal with the following subjects (suggest your own "catchy" title):

1. The use of the card catalog and the arrangement of books in a library.
2. How and where to find material on a subject (show the logical course of search, and describe types of sources, such as *Book Review Digest*, book lists, *Standard Catalog*, pamphlet materials.)
3. Periodical indexes (how to use *Readers' Guide*, with briefer mention of the others.)

Manuscripts should be typewritten, not to exceed 1600 words each, for an eight-page 3½" x 6" leaflet.

Copy should be addressed to the average adult reader, a high school graduate.

Clarity and directness of style are to be desired. Choose examples from common experience.

A friendly, popular approach should be combined with a dignity of treatment as far as possible.

Cartoons or "catchy" line drawings will illustrate the printed leaflets. Submit your own sketches if you can; otherwise suggest ideas for illustrations to explain and enliven the text. In any case, a rough "layout" or "dummy" suggesting arrangement of text, sketches, and headings should accompany your typed copy. Do not allow more than  $\frac{1}{3}$  of the space for illustrations.

Altho sponsored by the A.L.A. Junior Members, all librarians, assistants, and library school students are invited to participate in this contest. Manuscripts may be submitted by groups as well as by individuals.

Address entries to the *Library Information Leaflets Contest* in care of the *Wilson Bulletin*, 950-72 University Avenue, New York City, before April 1.

All manuscripts submitted will become the property of the group, to be used in whole or in part as needed in editing the printed leaflets.

In judging entries, particular consideration will be given to their simplicity, readability, practicability, and adaptability to varying local situations.

Consult the guides published by the libraries of Iowa University, New York University, and the Boston and Cleveland public libraries for an idea of what individual libraries have done.

### Someone Will Win

One final word before we sign off and leave the outcome of this contest up to you. Just remember, those of you who may (for whatever reason) feel far removed from A.L.A. affairs, here is a concrete opportunity for you to participate, wherever you are, in an interesting and worth while A.L.A. project . . . and perhaps to win some ready cash and recognition in the bargain. YOU have as good a chance to win as anyone. So, sharpen up those pencils and select your topic tonight. The race is on, and may the best man(uscript) win!

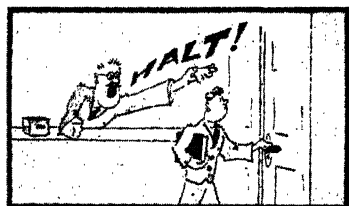
#### Committee on Library Information Leaflets A.L.A. Junior Members Round Table

Ruth Phillips, Enoch Pratt Free Library.  
Helen Ridgway, Queensborough Public Library.  
Ella V. Aldrich, Louisiana State University Library.  
Edward B. Stanford, Detroit Public Library.  
Ann Conlon, Library Extension Division, New York State Education Department.  
Helen Ziegler, Montclair Public Library.  
Winifred A. Sutherland, Albany Public Library, Chairman.

### The Parable of the Young Librarian

#### An Anonymous Contribution

There was once a young librarian who wished to continue her education. Since she



#### HOW TO USE THE LIBRARY

Cartoons from the library guide of the Technical High School, Berlin, Germany  
Above—Using the Card Catalog

Below—"The Booklover"

"Halt! Without permission no reference book or periodical may be taken from the reading room. The check at the door is solely for ungrateful and forgetful readers."

already had a B.A. degree and a certificate from one of the best library schools it seemed obvious that the next step would be to return to library school for an M.A.

So she sent away to all the principal library schools in the country, asking for their catalogs. And when they came she spent many a long evening, after eight hours of work in a library, poring over the courses offered for a second year of work. Particularly did she look for something which would be of special value to one who had been stirred by a topic much discussed in library journals and at library conventions, namely Adult Education.

But the more she read in the library school catalogs the more puzzled she became. "What is there here," she asked herself, "that will make me a better *librarian*? I have had more cataloging now than I ever need to use. And what will it matter to the man who wants a readable book on social security whether I know my *Incunabula* or not? Is there any one of these courses that will help me lead a discussion group, or write publicity, or learn more about the people in the community in which I live? Perhaps I have been wrong in thinking that library schools have something to offer me."

And she sighed, for she had really wanted to continue her education.

She next decided to ask the advice of Those Who are Supposed to Know. Perhaps they

could explain this to her and tell her what to do. First she went, quite naturally, to the director of one of these library schools.

"Of course you must get an M.A.," the director said. "You can't expect to achieve anything without it. And the sooner you come, the better, before you get hardened into a mould."

"But," said the young librarian, "I am not interested in the kind of courses you give. To me they seem sheer waste of time. Neither am I interested in Research with a capital R. I want something of more practical application to my work."

"But Research is very important," said the director.

The young librarian agreed. "But we aren't all fitted to be researchers. Is there no place for the librarian who wants to use what the specialists have done?"

The director thought her hopeless, and the young librarian left him more uncertain about M.A.'s in library work than ever.

Next she went to a readers' advisor in a large public library. Surely this person would know what she was looking for.

"An M.A.?" said the readers' advisor. "Why, of course. You'll never be able to know too much. But why don't you take it in something else?"

"You mean not go to library school?"

"Exactly. Go anywhere else, take anything under the sun you want, but don't get an M.A. in library science. It's meaningless for the kind of work you want to do. If you were going to be a Library of Congress cataloger now, it might be different."

The young librarian breathed deeply. "I am still wondering," she said, "why the library schools give a second year course at all."

"Oh, there are those," said the readers' advisor, "who can't get jobs and have to be studying at something."

The young librarian was still not quite sure what to do. The library school director had many employers on his side. So she asked one more person, and this time she chose a prominent librarian who had made his library a vital force in the community.

"What do you want with any more formal education?" he demanded. "You've got more than most people in public library work right now. What you need is experience, and there's no short cut to that. Go places, do things, read, keep your eyes open."

The young librarian could hardly believe her ears.

"Then you don't advise me to get an M.A., not even in psychology or sociology or something like that?"

"No, not yet. You're too young. There's too much theory in this work already. If you must have your M.A., wait till you know what you're driving at."

"But," said the puzzled librarian, "The director of the school said I should come as soon as possible, before I did get old and set."

"In that case it wouldn't hurt you if you never went at all. The kind of education you can pick up for yourself, if you want to, as you keep pegging away at your job will be twice as valuable to you as all the degrees in the world. That's my advice. Now run off and do just the opposite if you've a mind to."

So the young librarian thanked him and went home and threw all her university and library school catalogs in the waste basket.

[EDITOR'S QUESTION: Will the young librarian of the parable regret her action? What do you think of graduate courses in library science?]

## Activities of Missouri Juniors

### To the Editor:

The Junior Members of the Missouri Library Association heartily endorse the plan suggested by Miss Mary Klove of the Osterhout Free Library, Wilkes-Barre, Pennsylvania, in your December *Wilson Bulletin* for a section or page each month devoted to Junior Members and their activities.

We shall be glad to have charge of this page some month in the near future. Our group has been organized a little over a year. In that time many of us not only have become acquainted with other young librarians over the state, but also have, we feel, been of some service to the library profession in Missouri. A year ago we sent out to each state legislator an attractive, bound, personally addressed booklet on the Missouri Library Commission and its needs for an increased appropriation. The Commission's appropriation for the biennium, small tho it still is, was doubled. We have made a survey of unemployed librarians thruout the state and we have made a study of commercial rental libraries in St. Louis. We are making a salaries survey of all librarians thruout Missouri and we plan to aid with state certification for librarians and with the state bill for retirement and pensions for teachers and librarians. The first number of our quarterly paper, "The M L A Junior Member" will be published the first of February.

The Missouri Junior Members will be much interested in your new page and in what other groups are doing.

RUTH T. MANLOVE, *Chairman*  
Junior Members  
Missouri Library Association

[We welcome the splendid offer of the Missouri Junior group to conduct this department some month soon. What other Junior groups will do the same? Let us know promptly, please, so that we can appoint a month for your group.—S.J.K.]

## Greetings from the New Jersey JMRT

### To the Editor:

The New Jersey Junior Members were organized at the state meeting of the New Jersey Library Association which was held in March 1934.

Since that time several luncheons, teas and dinners have been held, which have greatly stimulated social and professional contacts among the younger librarians thruout the state.

A list of loan exhibits in New Jersey libraries was compiled by a Junior Members Committee during the first year. Other projects are being considered at the present time.

I think a junior members department in the *Wilson Bulletin* would be a splendid thing to broaden our contacts and ideas.

AGNES C. NORTON, *Chairman*  
N.J. Junior Members Round Table

## A New Idea

The Baltimore Group of Junior Members, we learn from Librarian Joseph L. Wheeler, has under consideration a proposal to make a regular listing of the various booklists currently published or in preparation by libraries thruout the country. We hope to be able to publish these records in the *Wilson Bulletin*. The publication of this information will not only facilitate the interchange of ideas about booklists, but will also help to avoid expensive and unnecessary duplication by encouraging the quantity printing of good booklists for more than a single library. For example, if the Enoch Pratt Free Library should announce that a booklist on The Background of the Coming Presidential Election is in preparation, it would seem sensible and economical to have a dozen or five dozen other libraries make use of the same type by ordering booklists printed for themselves.

Does this idea seem feasible to you?

## Virginia Juniors Organize

### To the Editor:

The Junior Librarians of the Virginia Library Association effected its organization at the November meeting of the Virginia Library Association, in Alexandria, Virginia, November 1, 1935. Randolph Church, assistant Librarian of the Virginia State Library, and Miss Mildred F. Johnson, Library Assistant of the Randolph Macon Women's College, were the co-chairmen appointed. One of the immediate projects sponsored by the Junior group was a petition to the V.L.A. favoring the certification of library workers in Virginia and a request that the V.L.A. appoint a committee to draft the necessary legislation for a certification law, for librarians. The organization has adopted four projects for the coming year:

1. To aid in furthering the work of the National group on the Poe Concordance. Miss Helen Keeble of the Virginia State Library is chairman of the project.
2. Compilation of the material necessary for a Handbook of Virginia Libraries and later editing such a handbook. Mrs. Sara Jackson of the staff of Washington and Lee Library is chairman of this project.
3. A publicity committee to cooperate with the A.L.A. in connection with its national convention in Richmond in May. Also, thru articles in newspapers in various localities to keep the libraries and public informed of any significant progress made and to give an incentive thru new interest for further development of libraries in Virginia. Miss Louise Dinwiddie, librarian of the George Washington High School, Alexandria, Virginia is chairman of this group.
4. A survey of Virginia to determine the location and functions of a group of regional libraries which will give Virginia adequate library service. A committee under the direction of Miss Mary E. Graver, librarian of the George Washington High School, Danville, Virginia, has been appointed to collect material on present educational conditions, library service, and taxable wealth and population in the state.

All library workers in Virginia below the age of thirty-five are eligible to affiliate with the association. The dues are fifty cents.

Miss Jane Moss, Librarian of the Thomas Jefferson High School, in Richmond, is chairman of the membership committee.

LOUISE DINWIDDIE  
Publicity Chairman  
Junior Librarians of Virginia



# Films Adapted from Published Works

By Maxine Block\*

**B**EFORE The Legion of Decency began its campaign against vulgarity in films, most of them were original scenarios written especially for the films. In casting around for some way to please the Legion members, the frightened and bewildered producers hit on the classics and the semi-classics—with the result that practically one-third of the new films are taken from published works. Of course, some of us filmgoers may feel that in his frenzied stand for moral worth, high purpose, and literary interest, the producer who announced a film version of Mrs. Lathrop's estimable *Five Little Peppers* has gone too far.

*Romeo and Juliet* and *Twelfth Night* are now under way on the Coast. Warner's *Midsummer Night's Dream* is an accomplished enterprise. A wag in Hollywood said that Warner Brothers had not taken up Bill Shakespeare's option on his future work!

To the librarian this bookish interest on the part of the producers is a very valuable consideration. It opens up a host of publicity ideas and means all sorts of attractive tie-ups with films and her book stock. A few years ago only rarely did she have the opportunity to make a film book mark but now if she attempted book marks for all the major classics, she would be working in an apparently limitless field.

The librarian with an open window or a case will reap reader-interest with exhibits of material. The publicity department of the producer or the manager of the individual theater will in many cases send stills of dramatic moments in selected films which may be used with the book and other material such as history, costumes, and biography of the period. A shelf with a small poster to call attention to it and containing books of forthcoming films would be an attractive aid to readers.

Ordinarily titles of books from which films are made are difficult to find. In my work in connection with the new

Wilson publication, the *Motion Picture Review Digest*, I have made an especial effort to include as many book titles as I could locate. Only published titles of books and short stories have been included.

Titles of books are frequently changed when they become film titles, and the original author's name is omitted in favor of studio scenarists, continuity and dialogue writers. In some cases a famous writer's name is given in the publicity and after a search is made, I have found that the writer only contributed an idea which was elaborated by the studio writers. When all other sources failed, I asked for help from the producers themselves and this list is the result. For some unknown reason, producers do not feature this material on their publicity in most cases unless of course a Dickens or a Shakespeare is involved, when fortunately we do not need their help. But for the small production made from lesser known material, much delving into a maze of inaccuracies has been necessary to get the correct titles. This list contains only films which have been released for national showing since September 1935. A list of current and forthcoming productions is appended.

## Films Made from Novels, Plays, and Short Stories Released During the Past Three Months

(When titles of book and motion picture vary, the title of the film is given in parenthesis.)

### BOOKS (adapted)

Asbury, Herbert. *Barbary Coast*  
Austin, F. Britten. *Drums* (Last outpost)  
Belasco, David. *Return of Peter Grimm*  
Biggers, Earl Derr. *Seven keys to Baldpate*  
Brentano, Lowell. *Melody lingers on*  
Buchan, John. *Thirty-nine steps*  
Bulwer-Lytton, E. G. E. L. *Last days of Pompeii*

\* *Motion Picture Review Digest*, The H. W. Wilson Company.

Burman, Ben Lucien. Steamboat round the bend  
 Burnett, William Riley. Dr. Socrates  
 Cram, Mildred. Thin air (Stars over Broadway)  
 Delmar, Vina. Bracelets (Hands across the table)  
 Dostoevskii, Fedor Mikailovich. Crime and punishment  
 (Also the French version called Crime et châtiment)  
 Dumas, Alexandre. Three musketeers  
 Du Maurier, George. Peter Ibbetson  
 Forester, Cecil Scott. Born for glory  
 Frapier, Léon. La Maternelle  
 Gardner, Erle Stanley. Case of the lucky legs  
 Grey, Zane. Nevada  
 Grey, Zane. Thunder Mountain  
 Grey, Zane. Wanderer of the wasteland  
 Hémon, Louis. Maria Chapdelaine  
 Hobhouse, Adam, pseud. Hangover murders (Remember last night)  
 Jope-Slade, Christina. Forbidden heaven  
 Kellerman, Bernhard. The tunnel (Transatlantic tunnel)  
 Lamb, Harold. Crusades  
 Morell, Parker. Diamond Jim  
 Mulford, Clarence. Bar 20 rides again  
 Murger, Henri. La vie de Bohème (Mimi)  
 Nordhoff, C. B. and Hall, J. N. Men against the sea; Mutiny on the Bounty; Pitcairn's Island (Mutiny on the Bounty)  
 Norris, Kathleen. Beauty's daughter (Navy wife)  
 Porter, Gene Stratton. Freckles  
 Queen, Ellery, pseud. Spanish Cape mystery  
 Swift, Jonathan. Gulliver's travels (New Gulliver)  
 Tolstoi, Leo Nikolaievitch. Anna Karenina  
 Turner, Ethel. One-way ticket  
 Wilson, Cherry. Stormy  
 Wylie, I. A. R. Feather in her hat  
 Yardley, Herbert O. American black chamber (Rendezvous)  
 Young, Stark. So red the rose

## PLAYS (adapted)

Bolton, Guy. Dark angel  
 Carpenter, Edward Childs. Perfect gentleman  
 Cohan, George M. Seven keys to Baldpate  
 Dazey, Charles T. In old Kentucky  
 Farago, Alexander and Laszlo, Aladar. The girl who dared (Top hat)  
 Gleason, James and Taber, Richard. Is zat so? (Two fisted)  
 Jackson, Frederick. Bishop misbehaves  
 Jerome, Jerome K. Passing of the third floor back  
 Lief, J. O. and Lief, M. Two for tonight  
 Lindsay, Howard and Robinson, Bertrand. Your Uncle Dudley  
 O'Neill, Eugene. Ah, wilderness  
 Parker, Lottie Blair. Way down East  
 Raphael, John N. Peter Ibbetson  
 Shakespeare, William. Midsummer night's dream  
 Unger, Gladys and Lasky, Jesse, Jr. Private beach (Music is magic)

## SHORT STORIES (adapted)

Brennan, Frederick. Miss Pacific Fleet  
 Dodge, Henry Irving. Skinner's dress suit (His night out)  
 Freeman, Everett. \$1000 a minute  
 Goodloe, A. Carter. Claustrophobia (I live my life)  
 Hamilton, Cosmo. The prodigal father (Perfect gentleman)  
 Poe, Edgar Allan. Premature burial (Crime of Dr. Crespi)

## Current and Forthcoming Productions

## BOOKS (adapted)

Adams, Samuel Hopkins. In person  
 Allen, Hervey. Anthony Adverse  
 Barrie, James M. Quality Street  
 Cendrars, Blaise. Sutter's gold  
 Curwood, James Oliver. God's country—and the woman  
 Deeping, Warwick. Two black sheep (Two sinners)  
 De la Ramée, Louise (Ouida, pseud.) Under two flags  
 Dickens, Charles. A Christmas carol (Scrooge)  
 Dickens, Charles. Oliver Twist  
 Dickens, Charles. Old Curiosity shop  
 Dickens, Charles. Tale of two cities  
 Douglas, Lloyd Cassel. Green light  
 Eberhart, Mignon G. From this dark stairway (The murder of Dr. Harrigan)  
 Fox, John, Jr. Trail of the lonesome pine  
 Grant, James Edward. Green shadow  
 Grey, Zane. Drift fence  
 Haggard, Sir H. Rider. King Solomon's Mines  
 Hardy, Jocelyn Lee. Everything is thunder  
 Hergesheimer, Joseph. Java Head  
 Hilton, James. Goodbye, Mr. Chips  
 Hope, Anthony. Prisoner of Zenda  
 Kipling, Rudyard. Captains courageous  
 Kipling, Rudyard. Soldiers three  
 Kyne, Peter B. Cappy Ricks returns  
 Lippincott, Norman. Murder at Glen Athol  
 Lewis, Sinclair. It can't happen here  
 Mackenzie, Compton. Sylvia Scarlett  
 Marquand, John Phillips. No hero  
 Maugham, W. Somers. Secret agent  
 Melville, Herman. Typee (Mala)  
 Miller, Alice Duer. Come out of the pantry  
 Monroe, Nellie Mudd. Dr. Samuel Mudd (biography) (Prisoner of Shark Island)  
 Morris, Gouverneur. Tiger Island (East of Java)  
 Mulford, Clarence. Eagle's brood  
 Oppenheim, E. Phillips. Great impersonation  
 Parrott, Ursula. Next time we live. Also known as Say goodbye again (Next time we love)  
 Richards, Laura E. Captain January  
 Tarkington, Booth. Gentle Julia  
 Sabatini, Rafael. Captain Blood  
 Verne, Jules. 20,000 leagues under the sea  
 Verne, Jules. Michael Strogoff  
 Wallace, Edgar. The Northing Tramp (Crooked road)  
 Wright, Harold Bell. Calling of Dan Matthews

(Continued on page 397)

# A Traveling Library for Workers

By Jean Carter\*

"I AM greatly concerned about books for the education program which is being planned for the benefit of mill workers. If it is possible for you to send us any books, I will assure you that I will do my utmost to use them as a means of lifting the textile people to a higher plane both socially and educationally. By so doing a small part will be added to the success of organized labor's desire to help its members reach that independent standard of living that every true American longs for."

This is typical of the requests from groups of workers all over the country for books that will help them to become more intelligent about their problems and raise their standards of living. Sometimes they are textile workers in the South or New England; again they may be miners in Ohio, West Virginia, or Pennsylvania; or automobile workers in Detroit; or longshoremen in New Orleans. Whatever their industries, their need is the same; authentic reference material on workers' problems written in such a way as to be useful to groups whose educational background is limited and who, in many isolated communities, have not been able to procure the assistance of a teacher. Sometimes one of their own number is acting as teacher and finds that he needs not only advice as to available materials, but help in procuring them. An unemployed miner who had been employed on the F.E.R.A. program in workers' education, writes: "We are still carrying on altho the government has stopped all educational projects in this state. Up to this time I have provided the classes with reading matter. Now I have no money. So they have asked me to write you this request. Most of them are unemployed too. Will you send us some pamphlets or books or any other reading matter on workers' questions that you can spare?" It was to meet such requests as these as well as requests from former summer school students that, in 1934, the Affili-

ated Schools for Workers established a Traveling Library.

The Affiliated Schools for Workers was originally organized to act as a coordinating agency for its member schools—the Bryn Mawr Summer School for Women Workers in Industry, the Southern Summer School, the Wisconsin School for Workers, and the Summer School for Office Workers. As students have returned from these schools to their own communities, they have formed study and discussion groups for other workers, finding teachers within their own communities. They have naturally turned to the Affiliated Schools for advice about their local programs. Soon the same cry was coming from practically all groups: "We have students and teachers and reading lists, but we cannot get the books that are on the lists." For several years the Affiliated Schools tried to find a way to help thru working with libraries and with other interested community groups. Altho librarians wished to help, it became apparent that this process was a slow one and that worker-students ready to begin studying must have the books when they needed them. Gradually a small library of books and pamphlets was gathered together, each title being carefully selected with the interests, needs, and reading ability of workers in mind. This library includes books and pamphlets presenting background material on the American labor movement and problems relating to our economic and industrial development as well as fiction and drama thru which workers may gain a better understanding of social problems. No one set of books is sent out to all groups, but the specific study program and background of each group is considered in making the selection.

In the meantime the interest in workers' education had greatly increased. The Affiliated Schools' winter program

\* Field Consultant, Affiliated Schools for Workers, 302 East 35th Street, New York.

of local classes had extended far beyond the groups organized by former students; the emergency education program gave fresh impetus to the organization of workers' classes. As a result a much larger number of requests for books came into the office than the library of six hundred titles could meet. During six months of last year, however, these books and pamphlets met the needs of workers in twenty different communities extending from Louisiana to Michigan.

Groups requesting books are expected to pay the carrying charge and are held responsible for returning in good condition the books sent to them. In some cases continued unemployment among its members makes it impossible for a group to meet the former obligation. The small number of losses and the excellent care taken of the books that are sent out are evidence that the latter responsibility is regarded seriously and that the difficulty these groups have experienced in procuring books has taught them a respect for their care which is so sadly lacking in the ordinary school or public library. There is no limit set on the time a group may keep a shipment of books, but they are urged to keep them only so long as they are being regularly used. The desire to have other groups enjoy the privilege they have enjoyed in most cases insures prompt return of idle books.

While these books are now available for a limited number of groups, the attempt to build up local libraries for workers' education projects is continued. Every effort is made to have groups exhaust the possibilities of the public libraries before turning to the Affiliated Schools for assistance. In many communities, however, there are large numbers of workers and no public library; in other communities where there are libraries, the type of book necessary for a program of workers' education is not available, frequently because this particular group in the community has not been articulate about its needs. In some communities where workers have become familiar enough with titles thru the use of the Traveling Library, they have asked the public library to purchase specified books and pamphlets. Sometimes the librarian felt that the

material requested (particularly that on current economic problems) is of too ephemeral a nature, or is to be used by too small a group to justify its purchase; sometimes, on the other hand, the librarian has been only too glad to have a specific title requested, where formerly she has had to use her ingenuity to try to meet a vague plea for "something for workers' education classes." The number of requests coming to the Affiliated Schools from libraries for lists of books and pamphlets suitable for workers' groups indicates a trend toward meeting this need in many communities. There will probably always remain, however, the isolated community with its study group and no library.

## Films Adapted from Published Works

(Continued from page 395)

### PLAYS (adapted)

Carb, David. Chatterbox  
 Chodorov, Edward. Kind lady  
 Cohan, George M. Song and dance man  
 Connelly, Marc. Green pastures  
 Connors, Barry. Applesauce (Red apples)  
 De Croisset, François. The hawk  
 Friml, Rudolf. Rose Marie  
 Hellman, Lillian. Children's hour (These three)  
 Isham, Frederic S. Three live ghosts  
 King, Rufus. Invitation to a murder  
 Knepler, Paul and Welleminski, J. M. The DuBarry (I give my heart)  
 Knopf, Mildred. Sliver in God's eye  
 Lindsay, Howard and Crouse, Russell. Anything goes  
 Peple, Edward. Littlest rebel  
 Root, Lynn and Clork, Harry. Milky way  
 Shakespeare, William. Romeo and Juliet  
 Shakespeare, William. Twelfth night  
 Sherwood, Robert Emmet. Petrified forest  
 Thomas, Albert Ellsworth. Lord Richard in the pantry (Come out of the pantry)  
 Totheroh, Dan and O'Neill, George. Mother Lode  
 Tully, Richard Walton and Belasco, David. Rose of the Rancho  
 Wead, Frank. Ceiling Zero

### SHORT STORIES (adapted)

Holding, Elizabeth Sanxay. Bride comes home  
 Kyne, Peter B. Last assignment (Fighting coward)  
 Keown, Eric. Glourie Castle (Ghost goes west)  
 Stevenson, Robert Louis. Suicide club  
 Walpole, Hugh. Silver mask (Kind lady)  
 Walsh, Thomas. Husk (We're only human)



# The Roving Eye



## A Difference of Perspective

I BEG to report some dissension in the ranks of the Liberal League of Librarians. Stormy Old Petrel, my first recruit and as staunch an associate as you can find, reports that she takes less violent issue than I with Ortega y Gasset's argument that the book must be tamed.

"It was a great pleasure," she writes from Cleveland, "to be able to read in the pages of the *Wilson Bulletin* some of the address which Señor Ortega y Gasset made before the International Library and Bibliographical Congress at Madrid in May. It is really not necessary for me to say that I hold him in high esteem as an original thinker and fine writer. You would also know that I sympathize with the point of view you express in *The Roving Eye*. It is the humanitarian point of view, and also the point of view of the poet. I am sure you know the lines of Wordsworth:

Dreams, books, are each a world, and  
books, we know,  
Are a substantial world, both pure  
and good;  
Round these, with tendrils strong as  
flesh and blood,  
Our pastime and our happiness will  
grow.

"In justice to Ortega y Gasset, must we not admit that he was speaking for the scholar, and for the way that a multiplicity of books will affect him, and thru him, contemporary cultures? I am grateful to him for suggesting that 'we are in danger of living to study instead of studying to live.' The work of a scholar swamped in bibliography and removed from life will have no roots and cannot flower. I sympathize deeply with his assertion that the existence of too many books 'leads to reading quickly and badly.' I think too much of that kind of thing goes on in our universities, and it is an offence against nature. The processes of nature are slow, and while I do not discount the possibility of lightning-rapid thought, I believe that the assimilation of ideas by the human nervous system requires time, like any natural process.

"I cannot feel that there is anything derogatory to the office of librarian in the suggestion that he act as a filter between books and man, or in other words as a selective cataloger or bibliographer. On the contrary, he would be

raised by such work to a position as co-worker equal to that of the scholar. It might even be more important, since the first responsibility would be his. If the book, along with its creator man, has become unmanageable, surely something must be done about it. A confusion of tongues never helped justice, nor came to the aid of truth and beauty."

Since I know that my correspondent's fundamental sympathies are in accord with mine, I look to a difference of perspective to explain our difference of opinion. The Petrel, being trained in cataloging and bibliography, observes the multiplicity of books and is appalled, whereas I cannot consider that dilemma to be a serious one. Can one reasonably advocate that knowledge should be trimmed to suit its classifiers? As well argue that a man should be cut to fit his coat! If the rate of production outspeeds the bibliographers and organizers of knowledge, let them demand adequate assistance, or resort to specialization, or improve their technique, or practice an intelligent selectivism, but let them not attempt sabotage. Of course there is an excess of worthless books. No one can deny it. But if you shout, "Give us fewer books," you play into the hands of the obscurantists, of the enemies of freedom. Demand instead, "Give us more good books!" and the cry you raise is one of release and liberation. The way to secure better books is not by suppressing or regulating production, but (1) by removing obstacles, chiefly of an economic nature, from the paths of artists and scientists; (2) by universal and competent education, whereby vast audiences, trained in understanding and appreciation, may emerge from the swamps of illiteracy; (3) by improving the general tone and welfare of society until every man is cognizant of his manhood and of the capacity of the human heart and brain for happiness.

The feeling that there are too many books is the symptom of a stricken or decadent society, where life seems too baffling and defeated to admit of comprehension. In a vigorous and hopeful milieu there can never be enough new books, new data, new constructions of the imagination. A civilization that fears books, as superannuated beauties fear mirrors, tends to denigrate literature as something quite sterile and "removed from life," whereas it is actually a concentration of life and a candidate for immortality. Are

we really "in danger of living to study instead of studying to live"? Most of us are so busy living and earning a living that this seems a peculiarly remote affliction with which to threaten us. More particularly, are scholars being frustrated in their researches by an inability to cope with the proliferating bibliography of their subjects? I have already suggested specialization and improved techniques of classification and organization as first aids, but I must not neglect to note that whatever excess of book production we may have is preponderantly in the field of fiction, where novels are born to live for a day, their ephemerality being stamped on every page. These books do not concern the scholar at all. They never enter the orbit of his bibliography. In fact, the predicament of the scholar, tho it is a convenient and fashionable argument, does not, I hazard, inspire the head-tamers of the book so much as the predicament of the state.

I do not argue, finally, against the librarian's acting as selective cataloger and reader's adviser: these are his inevitable duties; and to assist in the organization of knowledge is one of his historic functions. The proposal of Ortega, however, and of fascist commentators in general—Ortega, so far as I know, is not a fascist, tho some of his sympathies lean in that direction—their proposal is that the librarian, acting as the servant of the state, should collectively organize book production, regulating it at the source, at the creative fountains. I submit that this is an entirely different kettle of fish.

### Member No. 5!

*To the Roving Eye:*

May I apply for the fifth member's place in the Liberal League of Librarians? My qualifications are a love of liberty, a hatred of censorship and of injustice—and the fact that I have done the required reading even before hearing of the L.L.L.

My suggestion for further reading is Oswald Garrison Villard's article in *The Nation*, January 15, 1936, p. 63—"How to Expose William Randolph Hearst." It contains some practical suggestions for foiling Hearst's efforts in the direction of fascism.

Like Member No. 4 I am employed as a library assistant, female, and a graduate of a library school.

I wish long life and sturdy growth to the L.L.L.

HELEN · M. JOHNSON  
Mt. Vernon, N.Y.

[You belong with us. L.L.L. marches on!—S.J.K.]

### Application Pending

*Dear Roving Eye:*

Alas and alack! Just as I was about to mail my bid for membership no. 4 in the L.L.L., the January *Bulletin* arrived with the news that Gretchen J. Garrison of New York had beaten me to the draw. Now please, Mister, may I be no. 5?

I am but a blue-eyed, curly haired lad of 25, who, in spite of his stainless background of conservatism, wishes to join in the fellowship of the Liberal League of Librarians. However, I am neither an O.S.P. ("Old Stormy Petrel") nor a Y.S.P. from Oxford. And, worst of all, perhaps, I, like comrade Gretchen, have attended library school (honest, I didn't mean to) and am at the very moment engaged in active practice of my "profession"!

While it took quite a beating along the way, my liberal spirit, bloody but unbowed, is still with me (library school training to the contrary notwithstanding).

May I suggest that as its opening thrust at the lethargic *status quo* the L.L.L. take up the cudgel for the abolishment of library teas—than which no more poisonous institution exists.

Now—I have confided all—do I qualify for the L.L.L.? Or must I acquire some chin foliage and a bomb or two to properly impress the board of directors?

Eagerly awaiting answer in your February column, I am

Your

"Silent Partner"

Detroit, Michigan

[You are a facetious fellow, Silent Partner, but are you serious enough to venture into our fellowship? Be mindful that we are no Laughing League of Librarians, altho a lad of 25 with twinkling blue eyes and irrepressible curly hair might prove sufficiently ornamental to compensate for his want of zeal. The membership committee has filed your application for a place at our round table until we receive your photo and identification. Pseudonyms are permitted in print, but not on the League's rolls. Concerning your proposal to liquidate library teas, the committee on liquidation voted to demand proof from you as to the reactionary nature of these festivities.—S.J.K.]

### What is the L. L. L.?

*Dear Sir:*

The members of the Victoria (B.C.) Public Library Staff Association are intrigued by the occasional references in the *Wilson Bulletin* to the Liberal League of Librarians. Will you tell us what its aims are and if it has a program?

Theoretically at least we are all opposed to fascism and red-baiting and in favor of free speech. In action we might perhaps fall down, unless belonging to an organization such as yours would strengthen our convictions.

GERTRUDE WATSON, *Secretary*  
*Victoria Public Library Staff*  
*Association*  
*Victoria, B.C.*

[The L.L.L. is an informal fellowship without dues, dogma, obligations, or privileges, but dedicated to the proposition that the first duty of the public library is to be really public, to maintain itself as a vital and independent educational institution, representing "with entire liberality and absolute impartiality" the complete range of man's investigation, speculation, imagination, and discovery. The members of the L.L.L. are unpersuaded that sweetness and light are the final criterion of literary value and regard the application of inflexible moralistic standards to works of the imagination as an affront to the intelligence and a mutilation of the spirit; they consider the public library to be one of the touchstones of a democratic society and insist that it grant to all shades and varieties of opinion the equal treatment guaranteed by law and approved by conscience; they demand adequate appropriations for public libraries, to provide for the extension of services to the whole population and for the payment of fair wages to library workers. In sum, they approve of measures and policies that increase the value of the public library to the people; that nourish its vitality and promote its democratic character; that improve the status of the librarian, both as a worker and as a member of a profession devoted to the general welfare.

These are notes written in some haste and without consultation with other members of the L.L.L., but I believe they give a just impression of our community of interest. If this unofficial statement of policy requires revisions or additions, I am sure that the members will not fail to notify me.

I should be happy indeed to have the staff members of the Victoria Public Library express and confirm their liberal convictions by joining the L.L.L. Except for Silent Partner, the blue-eyed lad, whose japery calls for answer in kind, nothing more is required than a statement of sympathy with our general program of ideas.—S.J.K.]

### Ortega Again

Just as this department is being prepared for make-up, comes another letter of praise for Ortega's argument in favor of taming

the book. Grace O. Kelley, readers' consultant at the Queens Borough Public Library, Jamaica, New York, writes:

#### *To the Roving Eye:*

This all-too-brief article by José Ortega y Gasset impresses me as one of the most penetrating and illumined considerations of the social significance of the printed book that I have ever read. One may call it profoundly searching and distinctly scientific in its handling of the entity of the book in the light of the latter's historical, present, and future values. At least so it has seemed to me. I regretted only that the whole original article could not have appeared so that readers could have followed more exactly what must have been a closely analytical development of crucial ideas together possibly with more adequate use of illustrative material. This brilliant philosopher may even have included some affirmative as well as negative attributes of the book.

The author brings into positive relief the supreme importance of the book as the transmitter and the perpetuator of all social realities. That the so-called "bad" as well as the so-called "good" have been given to us thru books cannot be gainsaid. No arbiter has cried Halt here and Proceed there. That material of slight value, or even definitely harmful, often assumes book form, while the solution of "living problems of the epoch" may stagnate thru lack of books which are effective enough to meet the situation, is clear to all of us; and this may be because the world, thru its own indifference or ignorance, does not create the opportunity to have printed practical conclusions of social philosophers who are able to attack problems objectively. History will never reveal the ideas which have thus not been given the world.

The author's observations on the new mission of librarianship place upon librarians a heavy responsibility but a stimulating and possibly not too unattainable an ideal, one which, it would seem, we should be proud to accept. To be prepared and able to enter into the meaning of the tasks of scholars, specialists, and readers of all kinds is the equipment that would make possible any practical organization of book production. Our author suggests further that the cataloging of books should no longer result in mere enumerative lists of books but should develop a critical quality in the light of social values and of the needs and interests of readers. Amidst the "torrential abundance" of published books, scholars and creators cannot read everything in their fields, so it is suggested that the librarian sift the material first.

(Continued on page 402)

# Books on Music for General Libraries

By Richard S. Angell\*

THE following list of books on music was prepared at the request of Dr. Charles C. Williamson, Director of Libraries, Columbia University, for a short list of titles suitable for purchase for the Library's Browsing Room. At his suggestion it is offered here as a first-purchase list for a general library.

The circumstances for which the list was drafted, together with the numerical limitation of about thirty titles, account for its form and character. The reader whom it was designed to serve was presumed to have the aim of acquiring a general listener's knowledge of music by the serious use of occasional leisure time. This required the inclusion of works that preserve a middle ground between superficiality and exhaustiveness; that are at the same time readable and sound. The aim was to present, in the fewest possible volumes, a general conception of music as an art, a broad view of its history, an understandable introduction to its forms and styles, and some acquaintance with the lives and accomplishments of the leading composers.

The list was designed to emphasize the period of music history which is most frequently represented on the concert, radio and opera programs of the present day. This means that the history of music before 1700, which is covered in a general way by the four histories, is only incidentally amplified by the volumes of collected essays and individual biographies. The histories, however, will be found to contain sufficient guides to the reader, and the librarian will find the bibliographical footnotes in the Nef history useful in extending the material in this and other directions.

It should perhaps be pointed out that the purpose of the list forbade the inclusion of works on music theory, i.e. harmony, counterpoint, composition and related subjects; and on the technique of vocal and instrumental performance. Libraries wishing to develop their collections in these fields will find the following catalogs useful:

Carnegie corporation of New York

Catalogue of the college music set. New York, Carnegie corporation, 1933

National association of schools of music

List of books on music (Bulletin no. 3. June 1935)

For libraries that wish to purchase one title at a time, the following procedure is recommended: consider section G as a supplement,

and acquire its titles in numerical order after sections A-F have been purchased. In sections A-F, buy first all the 1's, in the order of sections, then the 2's, and so on. In this way there will be some balance among the classes at whatever point the acquisition is interrupted.

## A. APPRECIATION

1. Moore, Douglas  
Listening to music. New York, Norton, 1932
2. Krehbiel, Henry Edward  
How to listen to music. New York, Scribner, 1931
3. Scholes, Percy Alfred  
The listener's guide to music. 8th ed. London, Oxford, 1933

## B. HISTORY

1. Bekker, Paul  
The story of music. Translated by M. D. Herter Norton and A. Kortschak. New York, Norton, 1927
2. Nef, Karl  
An outline of the history of music. Translated by Carl F. Pfatteicher. New York, Columbia university press, 1935 (Columbia university studies in musicology, no. 1)
3. Pratt, Waldo Selden  
The history of music. rev. ed. New York, G. Schirmer, 1927
4. Parry, Sir Charles H. H.  
The evolution of the art of music, ed. with additional chapters by H. C. Colles. New York, Appleton, 1930

## C. BIOGRAPHY AND CRITICISM—COLLECTED ESSAYS

1. Ewen, David, ed.  
From Bach to Stravinsky. New York, Norton, 1933
2. Foss, Hubert J. ed.  
The heritage of music. London, Oxford, 1927-34. 2v.
3. Gray, Cecil  
A survey of contemporary music. 2d ed. London, Oxford, 1928
4. Mason, Daniel Gregory  
From Grieg to Brahms. new and enl. ed. New York, Macmillan, 1927
5. Mason, Daniel Gregory  
The romantic composers. New York, Macmillan, 1930

## D. OPERA

1. Kobbé, Gustav  
The complete opera book. New York, Putnam, 1930
2. Singleton, Esther  
A guide to the operas. New York, Dodd, 1910
3. Lavignac, Albert  
The music dramas of Richard Wagner. New York, Dodd, 1932

\* Music Library, Columbia University.



4. Newman, Ernest  
The stories of the great operas.  
New York, Knopf, 1928-30. 3v. (Reprint, 3 v. in 1. Garden city publishing co.)

# E. SPECIAL TOPICS

1. Mason, Daniel Gregory  
The orchestral instruments and what they do. New York, Gray, 1909
2. Finck, Henry T.  
Songs and song writers. New York, Scribner, 1928
3. Howard, John Tasker  
Our American music. New York, Crowell, 1931

# F. REFERENCE

1. Pratt, Waldo Selden  
The new encyclopedia of music and musicians. new and rev. ed. New York, Macmillan, 1929
2. Grove, Sir George  
Grove's dictionary of music and musicians. 3d ed., ed. by H. C. Colles. New York, Macmillan, 1927-28. 6v. (Reprint, with color plates in black and white. 1935)
3. Ewen, David, ed.  
Composers of today. rev. ed. New York, Wilson, 1936

# G. BIOGRAPHY AND CRITICISM—INDIVIDUAL

1. Terry, Charles Sanford  
Bach: a biography. rev. ed. London, Oxford, 1933
2. Terry, Charles Sanford  
The music of Bach, an introduction. London, Oxford, 1933
3. Grace, Harvey  
Ludwig van Beethoven. London, Kegan Paul, 1927
4. Grove, Sir George  
Beethoven and his nine symphonies. New York, Gray, 1903
5. Niemann, Walter  
Brahms. Translated by C. A. Phillips. New York, Knopf, 1929
6. Bekker, Paul  
Richard Wagner, his life in his work. Translated by M. M. Bozman. New York, Norton, 1931
7. Hussey, Dyneley  
Wolfgang Amade Mozart. New York, Harper, 1928
8. Bobillier, Marie  
Haydn, by Michel Brenet [pseud.] Translated by C. L. Leese. London, Oxford, 1926
9. Flower, Newman  
George Frideric Handel. Boston, Houghton, 1923
10. Kobald, Karl  
Franz Schubert and his times. Translated by Beatrice Marshall. New York, Knopf, 1928
11. Bedford, Herbert  
Robert Schumann, his life and work. New York, Harper, 1925
12. Hunecker, James Gibbons  
Chopin: the man and his music. New York, Scribner, 1900

13. Berlioz, Hector  
Memoirs. Translated by R. and E. Holmes, rev. by Ernest Newman. New York, Knopf, 1932

## The Roving Eye

(Continued from page 400)

Thus if we could but gradually become conscious of books in terms of their living functions, become aware of the purposes for which they are written, and become able to forward their uses by those who are ready for them, then library service, for we should still be servants, would be of high order indeed.

GRACE O. KELLEY

My reply is still the same, since Miss Kelley seems to me to have missed the full implications of Ortega's argument, which is an invitation to command and suppress books in the guise of "sifting" them. I am grateful to *The Pleasures of Publishing*, issued weekly by the Columbia University Press, for the following favorable analysis of my position in its issue of January 20:

There are too many books. Man must tame the book. The way to do this is to practice birth control in publishing. So says José Ortega y Gasset, Spanish philosopher, in the January issue of the *Wilson Bulletin*. And who is to control the book output? The librarians, he says. . . . Without casting any reflections on that sterling group, the librarians, may we say that we heartily disagree.

We see eye to eye with Stanley J. Kunitz, editor of the *Bulletin*, who in the same issue answers the Spaniard. "And what is the plum held out to the librarian to reconcile him to the purgation of the word?" Mr. Kunitz asks. "It is this: the librarian (if he behave) will be placed in charge of the production of the book; his office will be exalted to that of hygienist of culture. A pretty temptation. When the book, however, is collectively organized, the librarian, perforce, will be servant and boot-licker, not master." There can be no better support for this argument than the simple little statistical paragraph, which, strangely enough, follows, in this same issue, immediately after the last word of our Spanish friend. It is headed "German Book Output Declines," and notes that about 10,000 fewer books appeared in 1934 than in pre-Nazi 1927.

I should welcome additional comment, either pro or con, on the proposal of Ortega y Gasset that the book should be tamed, with librarians taking an active part in the taming. Here we have one of the great explosive issues of contemporary culture dropped among us. Do we dare stand in a heap, with our backs to it, while the fuse burns? S.J.K.

# The Mail Bag

[EDITOR'S NOTE: The correspondence columns of the *Wilson Bulletin* are open to all our readers for debate and comment. The Editor is not responsible for opinions expressed in these columns.]

## Notes on "America, Russia and Adult Education"

To the Editor:

Miss Margaret P. Coleman is to be congratulated for writing, and the *Wilson Bulletin* and its editor for publishing, such a stimulating article as "America, Russia, and Adult Education" (December). The foreign scene is given considerable space in library periodicals; but there has been a lamentable dearth of material on the library situation in the country that now leads the world in book production, adult education, and the extension of library service.

Miss Coleman is to be congratulated (for both her article and her letter to The Roving Eye) in that she:

- Has refrained from touristomania journalism based upon the usual few days visit to Russia;

- Points to the fact that Russian education, being independent of a profit economy, has reached the masses to an unprecedented degree;

- Shows that in a successful adult education program "the social point of view . . . becomes its chief justification for existing. . ." (and this is almost as much in the future for the U. S. as adequate appropriations);

- Finds that "in Russia the indifference and apathy of large numbers of librarians to their place in the scheme of things would be unthinkable";

- Finds that possibly in our schools and libraries we have been "training our children to be good little capitalists just as surely as Russia trains hers to be good little communists";

- Realizes that much of this would not be understood by a good many library boards that would fire as a suspected propagandist a library worker who, like Miss Coleman, is not a radical but is endowed with that rarest of gifts—an intelligent, sincere, and enquiring mind.

Without in any way impugning Miss Coleman's experience and intellectual integrity I would like to discuss briefly a few of the points she raises.

To be sure there is "a difference in purpose and ideal that separates our adult

education work from" Russia's; but does this give "us both a weakness and a strength?" Our lack of a "single purpose" to "achieve . . . unity" is a noticeable contrast. But do we really try to make up "what we lose by trying to be broad minded?" Where is the systematic attempt to present adequately at least two sides of most controversial issues? We often make such pretences, but the Russians are at least honest about it. They make no pretences to an attitude of lofty "impartiality" toward the remnants of former exploiting groups and their ideology, in the present stage of their struggle "from the kingdom of necessity to the kingdom of freedom."

But is there "the suppression of all opposing thought" and "anti-communistic doubts"? Talk against current evils of Soviet administration is rampant in the Soviet press. They don't tolerate much outright organized propaganda against the existing society, nor does any régime when it feels itself in danger (the dangers are by no means all internal). Witness the profascist suppression of dissenting opinion in the U. S. during war time and 100 per cent super-patriotic vigilante gangs during even minor domestic strike disturbances, to say nothing of regular suppression in our more provincial communities. If democracy should fail in the U. S., says Miss Coleman, "our libraries . . . will become like Russia's, instruments for the spread of whatever ism holds sway." (At present they function that way for capitalism.)

Miss Coleman believes that the Russians are "not 'changing human nature,'" and that the "present mania for machines" is imposed from above and the people will eventually rebel against it. In the strict sense of the word human nature isn't being "changed," but what has passed for "human nature" under capitalism (institutionalized, dehumanized habit) is being decidedly modified. We can grant that the all-engrossing demand to industrialize more rapidly than has any other nation has in the past lent the aspect of a "mania," but American observers of long experience in Russia comment on how remarkable it is that never before has such productive energy been released in any nation (and it comes from the people, not from above).

Miss Coleman feels that Russians have need for more of "an acknowledgment of their past . . . , not only as a 'horrible example'" This is being done to an ever

increasing extent. Witness the world-famous art collections of their museums: the high esteem in which Pushkin, Tolstoi, Chekhov, Dostoevski, etc. are held. A recent press dispatch, speaking of the translation of these authors into seven languages of Daghestan this year, says that Shakespeare, Lermontov, and Krilov are also among the first to be translated. Most decidedly there is intense opposition to the dilettantism of "art for art's sake," but not opposition to art for life's sake. As a typical example, witness the recent *Art in the U.S.S.R.*, edited by C. G. Holme. The girl who objected to hearing such "bourgeois" music as "Ochi Chornya" was probably not typical of the intelligent citizenry. (Think of the storm of consternation that arose from our own intelligent citizenry last year when Stokowski's orchestra played "The Internationale" one night.)

Eugene Lyons, quoted by Miss Coleman, is a definite enemy of the Soviet régime and Soviet progress. He falls into many of the gross inaccuracies and distortions that have been proved against William Chamberlain. Possibly better authorities on the U.S.S.R. would be the Webbs, famous (and noted for their scientific detachment) as Britain's foremost labor scholars. Their recent intensive survey of the U.S.S.R. (announced for publication here by Scribner's) concludes that *actual* freedom in Russia (which is much more than free speech for intellectuals and professionals) equals or surpasses that in our bourgeois democracies. And they agree that cultural progress is amazing.

I would not for anything end on a note of criticism; and the differences that I would find with Miss Coleman's article and accompanying letter are not intended as carping. She deserves great praise for breaking new ground for librarians.

JOHN HENDERSON

### Reply by Miss Coleman

#### To the Editor:

Since my article, "America, Russia and Adult Education," appeared in the *Wilson Bulletin* I have been receiving some very lively and unexpected correspondence. Among these "repercussions," as one of my friends calls them, is the comment of John Henderson in the present issue of this magazine. Altho I had no intention of continuing the discussion I started, there are a few points in his letter which move me to speak again; and I seem to find myself in the anomalous position of "speaking for the older generation."

In the first place I still contend that democracy has been and still is the *ideal* of the real leaders of the library profession. That the

ideal—in library work as elsewhere—is often unrealized I don't deny; nor that there have been and are librarians who have had no vital and forward-looking philosophy of their work. It is perhaps not without significance that the chief criticism on this point comes from younger librarians who do not have to deal personally with library boards or bear the brunt of community criticism. Uncompromising idealism is all very well in the columns of the *Wilson Bulletin* but in real life it is likely to terminate one's job and hence one's opportunity for service in the community. A deplorable state of affairs? If a librarian were a prophet or a dictator, yes; but he isn't.

Primarily a librarian represents and is dependent on his community. He does not impose his own personal ideas upon them. As Mr. Bowerman so aptly says in his paper on Censorship and the Public Library the librarian "must try to represent the best and most enlightened public opinion. He should perhaps be a little in advance of his public, as an educational leader, but not so much in advance that it will lose confidence in his judgment and discretion." I might add that there is scant excuse for his being *behind* the most "enlightened" opinion; that seems a graver sin than the other. But I believe that the majority of librarians *do* represent such a viewpoint.

Perhaps I seem to be eating my own words. I can hear the young idealist (and I have been called one myself) crying "opportunist! compromiser!" Perhaps. But doesn't one have to be if one is to live and work in this world? No man, be he librarian or member of the public, has more than a partial vision of the truth; and time may quite possibly prove that the public and not the librarian was right.

I do not claim to be an authority on the Soviet Union, but I do not share Mr. Henderson's apparent belief in the tolerance of criticism there. I do not call criticism of Soviet policies by official newspapers and party members (remembering the latter are a distinct minority of the total population), and criticism before, not after, a policy is adopted, true criticism. Stalin told H. G. Wells in his interview with him (I was in Moscow at the time) that he did not encourage criticism from outside the "family" because "it might be unfair." And what happened to Trotsky for not following the orthodox party line?

Nor do I see why examples of suppression of dissenting opinion in the U.S. during war-time, strikes, etc. affect the state of affairs in Russia or make it any more free than it otherwise would be. It simply proves that freedom of opinion and its expression is another one of those chimerical ideals with

which we all have to compromise. Perhaps the Russians *don't* make any bones about it, but does Mr. Henderson recommend that we Americans adopt the same line? And whose line shall it be? The capitalists are not the only group which tries to bring pressure to bear on the public library.

I shall pass over the exceptions Mr. Henderson takes to my feelings about the "mania for machines being imposed from above" (can he have read Sholokhov's *Seeds of Tomorrow* and still believe that collectivization, for instance, was a voluntary and "popular" process?), and the Intourist guide who thought "Ochi Chornya" bourgeois. Those are minor points we can settle between ourselves. But I cannot agree that Eugene Lyons (or Chamberlain, for that matter) because he "is a definite enemy of the Soviet régime and Soviet progress" (is he?) is not entitled to a hearing or to be quoted by a librarian who believes both these men to be sincere in their views, and that their experience of many years actual living in Moscow cannot be so lightly discounted, much as one might like to disbelieve it.

I might remind those who think that the American library profession has completely ignored the U.S.S.R. so far that Dr. Waples studied libraries and reading interests in Russia several years ago. As I remember, the results of his investigations—and he went to Russia for the express purpose of pursuing them—were presented at A.L.A. in New Orleans. I join Mr. Henderson in hoping that there is some member of our profession who can rise to the occasion and bring his findings up to date.

In spite of all I have just said in defense of American librarians and in question of Mr. Henderson's enthusiasm for the Soviet Union, I do not retract anything originally said in my article. Perhaps Mr. Henderson and I still agree on more points than we differ on. At any rate, I repeat my challenge to all librarians, conservative or radical, to consider their place in the social scene and be ready to adapt themselves to a rapidly changing world.

MARGARET P. COLEMAN

Omaha (Neb.) Public Library

## Discussion of Federal Aid

### To the Editor:

The Special Committee on Federal Aid of the American Library Association held two meetings in Chicago, Saturday, December 28, and Tuesday, December 31, in connection with the Midwinter meeting of the American Library Association. All members of the Committee were present except Miss Harriet C. Long and Mr. Milton E. Lord.

In accord with an announcement made in

the *A.L.A. Bulletin* for December and the *Library Journal* for December 15 and at the Council meeting of the A.L.A. on December 30, opportunity was given members of the Association who wished to do so to express their views on the proposal. One member of the Association appeared before the Committee for this purpose, and a number of letters from other members were received by the Chairman and members of the Committee prior to the two meetings, and were given full consideration.

Another meeting of the Committee will be held in Chicago, February 14 and 15. At that time the Committee will devote itself to the formulation of a report in order that the report may be put in its final form by the end of February so that it may appear in the *A.L.A. Bulletin* for April.

The Committee will welcome further expressions of opinions from members of the Association. It is urged that these be sent at once, either to the Chairman or to some member of the Committee.

LOUIS R. WILSON, *Chairman*

*Special Committee on Federal Aid*

*American Library Association*

## English Film Censorship

### To the Editor:

With reference to the letter from England appearing in the December number of the *Wilson Bulletin* in which the question of the representation of the prostitute in films is mentioned it may be pointed out that the particular instance of "The Joyless Street" as a film that may not be shown is not a case in point. This film has been shown quite recently in London and in Oxford as part of a regular public performance, with, of course, an A certificate. The number of gangster films in which the gangster's mistress or mistresses figure is quite considerable, e.g. Richard Arlen's recent "False Faces."

R. H. NEW

*Oxford, England*

## Julia Brewster Douglas

### To the Editor:

Miss Julia Brewster Douglas, librarian of the Evergreen Public Library, Evergreen, Colorado, died at Oakes home in Denver, Colorado, September 29, 1935, at the age of 83.

She was "Aunt Julia" to the populace of the little mountain resort and friend to all who knew her. To the community she lived to serve, her counsel, her interest and her appreciation, were an infinite and invaluable

(Continued on last page)

# THE SCHOOL LIBRARIES SECTION

*By Louisa A. Ward\**

A DREAM of many years was given reality at the Monday morning council meeting at Mid-Winter A.L.A. when the School and Children's Library Division was established at headquarters. At the same meeting the council acted upon the suggestion of the School Libraries Committee (Katharine Waler, chairman) and the Committee on Library Work with Children (Nora Beust, Chairman) and voted to discontinue the committee, their functions to be carried on by the new division or by the sections.

The new division will function under the Board of Library Service to Children and Young People, of which Jean Carolyn Roos is chairman. The division is part of the headquarter's Department of Information and Advisory Services.

In order that all points of view may be represented in the new division, two people are handling it. Miss Jessie Van Cleve, who is the head, will be released for half time advisory service, and Miss Mildred L. Batchelder, of Haven School Library in Evanston, Ill., has accepted the position of school library specialist, to give half of her time to the *Booklist*.

In her report to the Council Miss Van Cleve stated:

The work of the new division will involve the continuance of certain established duties and the inauguration of new endeavor. The preparation of copy for the *Booklist* goes on; correspondence and conferences will go on. The Division will seek closer affiliation with other national groups and agencies whose programs involve the education and welfare of children and young people. But, as a preparation for future work, the continuing thought and energy of the Department will be mainly directed to the assembling of information concerning library service for children and young people as offered in various states and cities, towns and rural areas of this country and Canada. It is planned to gain this information thru conferences of the head of the division and her associate with librarians and school people responsible for such work in those areas. Such information, carefully recorded, should make it possible to give advice based

on the best practice and thought of experienced librarians in these fields.

## Garfield Heights, Cleveland

The school libraries in Garfield Heights, Cuyahoga County, Cleveland, Ohio, report some interesting results of their work. The Superintendent of Schools devoted six pages of his monthly report to the elementary school library service rendered by Miss Jean DeMuth, field supervisor of county libraries, with a recommendation that the board give careful study to the report. On reading over the work done by Miss DeMuth, we feel that the report could be profitably studied by school librarians as well as the board of education.

This school is open three days a week and one evening. In this time the librarian finds time to schedule each class in the building to the library at least once a week for exchanging books, for story telling, and for the general establishment of reading habits; to circulate collections of books to each of the home room teachers for class reference work; to check books to teachers for their personal reading; to circulate books after school hours to the pupils of three other elementary public schools and three parochial schools; to encourage the presence of adults at any time in spite of classes, to circulate on the average of 75 books to adults each Wednesday after school (her adult collection numbers 590 titles), and to give library service to two fire departments!

Another report from Garfield Heights, this time from the high school, tells of the work of Victoria Mansfield, the librarian, who has a circulation of 35 books a pupil a year, and so deserves our careful attention. She says that most of her publicity comes from the English classes.

When book review time approaches, the librarian is invited in. She loads a truck with a wide selection of volumes that have proved popular at that particular grade level. She stresses the fact that supplementary reading is limited not to a few titles in the field of literature but only to those which are

\* A monthly department about school libraries prepared for the *Wilson Bulletin* under the auspice of the School Libraries Section, American Library Association. All school librarians, whether or not they are members of the Section, are invited to utilize this department for the discussion of their problems. Notices should be sent to Louisa A. Ward, South High Library, Denver, Colorado.

accepted by the librarian and which are of reasonable length and maturity. She urges a planned reading program centering on any interest, but rounding out to some degree of completion. Recommendations by wide readers—or better, narrow ones—and promises that teachers in other fields will also accept the report sometimes help. A dozen devices suggest themselves, such as "This is probably too difficult. You may not like it."

In Garfield Heights High School home-rooms meet during one of six successive twenty-minute periods in the middle of the day. At this time almost any kind of program is welcomed. For Book Week a group of unassorted pupils who chanced to have the same time free for rehearsals prepared one of the juvenile plays offered by The H. W. Wilson Co. So clever was the production that it was equally popular in junior and senior high school, and was seen by the entire pupil population. The "Manager" of the Library Players prepared a speech of invitation offering the books that had come to life in the play, and emphasizing other services that those who became thoroly acquainted with the library might enjoy. He passed registration cards for newcomers to the system and urged old subscribers to revive their best indoor sport.

Other methods of making contacts with the students are:

1. The librarian gives five periods of instruction to each 7B section before the end of the first month, distributing registration cards and explaining the service.

2. As soon as the general school registration is filed, the library register is checked against it; a scratch card is inserted in the latter for each pupil without a reader's card. A personal invitation on the regular 3 x 5 notice form is sent. "You have not filed a registration card. Call for one and draw a book on your name until you get it filled out."

3. When the bad weather begins, the readers' cards on file are checked. Those who haven't drawn a book for some time receive a typed notice. "Your card number is 1986. Why not draw a book today?"

4. When an unusual display is prepared, a formal invitation in an envelope is sent inviting the teacher and home room to visit the library during a home room period.

5. About five weeks before the end of each semester, the cards on file are checked for overdue fines and notices sent. Special displays are put out for such times; even this most unpleasant feature of library work brings an upward curve in circulation.

A close and immediate contact with every pupil is essential to make the school library-conscious.

## The Library Aids the Philatelist

Early in the year the stamp collectors of our school felt the need for a club to provide an opportunity for the exchange of stamps and the development of the proper technique for collecting and preserving their treasures.

With the aid of the librarian a club was organized. Meetings were held weekly on Mondays from half-past three until four o'clock in the library. Three officers were elected; a president, vice president and secretary. The name chosen for the club, "The Fair Stamp Club," signified fairness in all its dealings. The original membership consisted of those who had voluntarily assisted in getting the club started. As its popularity increased the club members decided to vote in all new candidates.

From ten to fifteen minutes of each meeting was spent on reports by members on topics of interest to stamp collectors. This field offers a wide range of subjects, such as, the origin of stamps, the invention of perforation, water marks, commemorative stamps and the proper method of handling and mounting.

A successful term for the club was closed with an exhibition of stamp collections. Prizes were awarded for the best arranged collections. Decisions were based on neatness and proper method of mounting. Size of collection or commercial value was not allowed to be a determining factor. The president of the club, the librarian and one of the teachers of the school were the judges.

As the club had no treasury, each member was taxed two cents with the option of donating as much as he liked toward the prizes. With this fund it was possible to give first, second, and third prizes for both boy and girl competitors. A girl's committee shopped for prizes which they thought would be pleasing to the girl recipients, while a boy's committee chose awards suitable for the boy winners. At the last meeting of the year, which was an informal party or indoor picnic, with all things satisfying to the sweet tooth, the winners were announced and prizes awarded.

Aside from the social enjoyment and the furthering of philatelic interests, the club afforded an excellent opportunity for the practice of properly conducting a meeting. The library furnished a source of information for the reports. Geographies and the atlas verified the various provinces and possessions of the major countries, the encyclopedias gave details of historic events which were commemorated with special stamp issues and the stamp catalogs were in constant use.

LOYOLA MEDER, Librarian  
Fairbanks School  
Detroit, Michigan

# A. L. A. NOTES

By Esther W. Warren

## Trends in Reading

LESS unemployment, insufficient funds to buy books, more money to spend on movies and other entertainment, and the knitting fad are advanced as reasons for a slight decrease—from 2 to 5 per cent—in the circulation of books in public libraries in 1935, according to reports sent in to the American Library Association at the close of the year from 33 cities scattered thruout the country.

Even with a slight falling off in circulation the number of books borrowed in 1935, it is estimated, is still greater than it would have been if the gains of the past few years had been only normal.

The registration of new readers in almost all of the cities reporting shows an increase which librarians interpret to mean that the interest in reading is as great but that the shortage of books, due to curtailed book funds, has discouraged many of the older patrons.

### *Non-Fiction Popular*

Non-fiction reading definitely increased in 1935, the reports revealed, while fiction reading decreased noticeably. Books on useful arts, biography, and travel led in readers' demands. Also popular were books on consumers' services (exposure of frauds), labor and governmental problems, child study, vocations, civil service, inspirational and success books. The influence of war was reflected in increased calls for volumes on peace and disarmament, Ethiopia, China, and Japan.

Books on recovery and the New Deal were not so popular as they were a year ago, it was reported, altho high school and college students still require them. Moving pictures, based on standard and popular novels, created an abnormal call for such classics as *David Copperfield*, *Les misérables*, *Anna Karenina*, and *The Count of Monte Cristo*. Western and mystery stories continued to hold their popularity, the reports indicated, with mystery stories somewhat in the lead.

### *What Children Are Reading*

Juvenile reading, according to circulation figures, also showed a slight decrease in 1935

which librarians believe may be due to lack of funds to buy sufficient children's books to meet the demands; to lack of carfare, which prevented the use of the public library by children in remote neighborhoods and to the increasing service rendered children by school libraries.

Fairy tales, it appeared from the reports, are extremely popular with children in underprivileged communities, while boys and girls in well-to-do neighborhoods are more inclined toward factual information.

Some librarians deplore that regimentation of children's reading seems to be on the increase and that "free reading for pleasure" has had to give way to required reading for school assignments. Lessons over the radio are cited as examples of this.

In general, it was revealed, children are reading more advanced books for their years.

## Children's Division at Work

The A.L.A. Council voted at the Midwinter Conference to discontinue the School Library Committee and the Committee on Library Work with Children. The work of these two committees will be carried on by the Board on Library Service to Children and Young People in Public Libraries and Schools which is represented at A.L.A. Headquarters by a newly organized School and Children's Library Division. According to a program approved by the Board at several meetings during the Midwinter Conference, the activities of the new division will include closer affiliation with other national groups and agencies whose programs involve the education and future welfare of children and young people and the assembling of information bearing on library service to children as a basis for advisory service on the best practice and thought of experienced librarians in these fields.

## State Aid Stressed

State aid for public libraries, which was a live topic of discussion at the A.L.A. Midwinter Conference, is not a new issue but is given new emphasis by reason of the growing shift in the tax basis from locally collected real estate taxes to taxes collected on a state

or national basis. The preamble to a new library law in the state of Washington was cited at the Conference discussion as evidence that states are recognizing responsibility toward their public libraries. The preamble reads: "It is hereby declared to be the policy of the state, as part of its provision for public education, to promote the establishment and development of public library service thruout its various sub-divisions."

### Federal Agency Effort

The latest report on the effort of the Federal Relations Committee to secure an appropriation for the establishment of a federal library agency is that the matter of including a budget item for this purpose in the Interior Department Budget has been reopened with the committee in charge and there is still a possibility that the item—which was once eliminated—may be reinstated before the budget is finally determined.

### Unemployment and Retirement

Reports on unemployment in the library profession, made before a mid-winter session of the A.L.A. Council, disclosed a slight increase in salaries and at least a fairly general movement toward the restoration of salaries cut during the earlier years of the depression. Practically all library schools, it was pointed out, have been able to place their 1935 graduates more quickly than any classes in the last five years.

Provision for the retirement of librarians was the subject of another report to the Council which emphasized the advantages of the A.L.A. Library Retirement Plan. Established in 1933 at a time when maximum benefits could be obtained at a minimum cost, the advantages of this plan can only be guaranteed to libraries until April 1938. The cost of all other comparable plans, it was reported, has increased 20 per cent or more since the A.L.A. plan has been in force.

### Citizens' Day Planned

Wednesday, May 13, has been chosen as Citizens' Day at the A.L.A. Annual Conference to be held at Richmond, Virginia. Recognition of the fundamental importance of citizen interest in libraries has occasioned the setting aside of one day for activities of paramount interest to laymen.

According to present tentative plans, a general session in the morning will strike the keynote of the day, with speeches picturing modern library service and outlining objectives for state and national programs and plans.

A Friends of the Library Luncheon, which has become a feature of recent conferences, will follow the morning session, at which library donors, distinguished authors, and others who believe in libraries, will be guests of honor. "What citizens can do in their own states and cities" will be the theme of the afternoon meeting devoted to discussion.

### A. L. A. Saves Money for Uncle Sam

Commissioner of Education John W. Studebaker, in a recent news letter of the United States Office of Education, credited to an American Library Association committee the saving to the government of \$50,000 to \$75,000 in the purchase of books for CCC camps which made possible many more books for the men readers in these camps.

### Books in Film Version

Many new and improved devices for reproducing archives, newspapers, and books on film to serve the scholar, the research worker, and the college student were demonstrated at a session of the Mid-winter Conference attended by university, college, and reference librarians. Saving in space, durability, and elimination of binding costs are named as prime advantages of the new "film versions" of books and newspapers. Material which in book form would require shelf room for 556 volumes of 500 pages each, it was reported, can be stacked up in film form on less than three feet of space.

### Educate the Lawyers

The Minneapolis Public Library recently took out A.L.A. memberships for every one of its trustees. One of the first results was an order for 1,000 of the *Remember the library* leaflets authorized when one of the trustees who happened to be a lawyer read an advertisement in the A.L.A. *Bulletin* and felt that the leaflet ought to be placed in the hands of Minneapolis lawyers.

Reported, after serious financial difficulties, to be now enjoying the maximum levy under the law, the Minneapolis Public Library, thru its trustees, believes apparently in gifts to the library also; that citizens in making wills would more often remember the library if members of the legal profession were more conscious of the library as a worthy beneficiary of bequests. Sample copies of *Remember the library* are still available from A.L.A. Headquarters. A request on a post-card is all that is required.





# The Month at Random



Volume 10

Number 6

## WILSON BULLETIN FOR LIBRARIANS

February 1936

IT is undeniably true that the average patron of the public library is profoundly ignorant of how to make full use of the many services and the cornucopia of information that the library is equipped and ready to offer him. He is like the occupant of a large house who lives in a single room. His knowledge of the logic and function of the library is so limited that the fundamental properties of the institution, the Dewey Decimal System and the card catalog, which are designed to simplify the satisfaction of his requirements, mystify and intimidate him.

On the librarian's part, a lack of initiative and resourcefulness, a genteel disinclination to "advertise," a failure to perceive the nature and primary importance of the problem, have combined to set up invisible barriers between the public and the book. The barriers, fortunately, are not permanent constructions, as many librarians have learned in the past few years, when appropriations for new books dwindled away and they were forced to persuade the community that they were conducting a living institution, one still capable of performing educational service of a high order, even tho the month's best seller was unobtainable within the library walls.

The importance of library publicity is everywhere conceded now, tho standards and objectives are still largely undefined. To readers of our bi-monthly department, "The Crow's Nest," which is, we believe, the first department in the field of publicity to be established by an American professional periodical, the extent and variety of publicity activity

among librarians, as reported by Guy R. Lyle, has become increasingly apparent.

Particularly encouraging is the earnest manner in which young librarians have applied themselves to the subject. And now, for the first time on a national scale, the Junior Members Round Table of the A.L.A. is attempting to find a solution to the problem of teaching the public how to use the library to best advantage. Taking a leaf from the experience of school librarians, who have concentrated with a good deal of success on the pedagogic difficulty, the Junior Members propose that a series of simple leaflets of instruction in the use of the library should be made available, at low cost, to all public libraries for free distribution. In order to secure the most effective texts, on specified subjects, for these library leaflets, the Junior Members, in collaboration with the *Wilson Bulletin*, are inaugurating a contest that is open to *all* librarians, with cash prizes contributed by The Wilson Company. For complete details of this contest, we refer you to the new Junior Members Section of the *Wilson Bulletin*, p. 390 of this issue. It is to be hoped that this contest will be only the beginning of a sustained effort in the field of mass instruction in the use of the library, to open all its resources to the members of each community.

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We call to your special attention the leading article in this issue, "Post-Conference Conversations," by D. M. Thistlethwaite and D. Wycoff. We regard it as one of the most intelligent and stimulating discussions of the profession of librarianship that we have ever read, and destined to be read and re-read for many years. For all whose endeavor is rooted in the aspiration that "not only will the librarian be worthy of her hire, but that her hire will be worthy of her," this article is required reading.

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We learn from the Acting Director of the National Library of Peiping, China, that be-

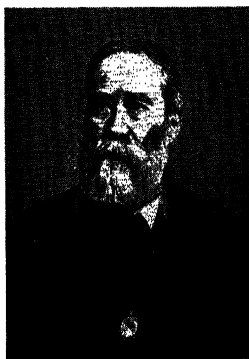
## February's Poets

*Longfellow and Lowell — their  
landmarks in Cambridge, Mass.*



**CRAIGIE HOUSE**

Washington's former headquarters,  
Longfellow's home during the last  
forty-six years of his long life



**"ELMWOOD"**

The house in Cam-  
bridge where James  
Russell Lowell (*left*)  
was born February 22,  
1819, and died August  
12, 1891.



**LONGFELLOW**

February 27, 1807—March 24, 1882



**MT. AUBURN CEMETERY**

Above—the grave of Lowell  
Left—Longfellow's grave

ginning with January 1936 the National Library embarks on a new bibliographical venture in having catalog cards for Chinese books printed for distribution. In view of the urgent demand for such a service in China, it is rendered with the hope of standardizing cataloging practices so deplorably lacking in China, of minimizing unnecessary duplication of labor and expense in copying cards by handwriting, and of furnishing adequate bibliographical information to scholars and libraries both in China and abroad.

The scope of the stock of cards will be limited for the time being to Chinese books published after January 1935. However, cards for books published prior to 1935 will be printed as soon as funds permit. During the period of experimentation, the Library expects to print approximately 5,000 titles annually.

The form of the cards corresponds to that of the Library of Congress printed cards, with minor modifications which are made in order to retain some usages that are peculiar to Chinese books. Like the Library of Congress cards, these catalog cards will be in the form of the main entry card, the only difference being that the former uses the author as the main entry, whereas the latter uses the title, as Chinese books are better known by their Subject as well as added entries are indicated at the bottom of the cards.

Each set, composed of 5,000 unit cards, will be sold for \$30.00 in American money; two sets, \$54.00; three sets, \$76.50; four sets, \$96.00. The prices are postpaid. The National Library of Peiping will be glad to furnish any information desired.

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Copies of a radio address, "How Books Are Made," by Horace J. Gardner, of the J. B. Lippincott Company, Philadelphia, may be obtained without cost by writing to Lippincott's.

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The American Academy of Political and Social Science, in cooperation with the Committee on Civic Education by Radio, is initiating a You and Your Government series of broadcasts on the subject, "The Constitution in the 20th Century." These programs will be presented over a nation-wide network of the National Broadcasting Company, every Tuesday evening for nineteen weeks, from February 4 thru June 9, 1936. The speakers, representing all shades of opinion, will include John G. Winant, Charles A. Beard, Norman Thomas, William Bennett Munro, and Roger N. Baldwin.

Each radio program will be a condensed version of an article which will be published in the May issue of the *Annals of the Amer-*

*ican Academy*. Preprints of each complete article will be available immediately following its corresponding radio program at fifteen cents each, or two dollars for the whole series, distributed weekly or as the bound volume in May. A comprehensive reading list is also available from the Committee on Civic Education by Radio, 60 East 42d St, New York, for fifteen cents.

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The Enoch Pratt Free Library of Baltimore has just published a Staff Instruction Book (price \$2.50). The material is particularly well organized, with a complete and exact statement of the various practices of the library, together with explanations, when necessary, as to why.

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We are informed by Gentiliska Winterrowd, librarian at Springfield, Ohio, that a girl with scientific leanings recently asked for a book on cosmetic rays.

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Work is proceeding at the University of Oregon on a new library, Lombardic in design, three stories high, with single-storied wings, covering a frontage of 248 feet and a depth of 146 feet. Browsing room, map room, and cubicles are features of the new building, of which the estimated cost is \$485,000. The project has been made possible by federal funds.

At the Pennsylvania State College, building changes at a cost of \$10,000 have been made, providing stack for 20,000 additional volumes, additional space for at least 25 readers in the main reading room, better control over the books, and metal stack in the basement for approximately 25,000 magazines and pamphlets.

\*\*\*

Brotherhood Day, sponsored by the National Conference of Jews and Christians, 289 Fourth Avenue, New York City, will be observed this year on February 22 and 23. A bulletin, obtainable from the National Conference, supplies full information respecting the observance. Librarians are requested to prepare lists of appropriate books and to arrange displays for Brotherhood Day.

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James T. White & Co, 70 Fifth Avenue, New York, publishers of *The National Encyclopedia of American Biography*, are celebrating their 45th anniversary by launching White's Biographical Bulletin, a page of miscellaneous biographical information, which will be sent monthly to librarians.

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A mimeographed bulletin issued by the Vermont State Library Commission describes



IMMORTALIZED IN GRAY'S "ELEGY"

Stoke Poges church and churchyard in Buckinghamshire, England. The land surrounding the churchyard was recently turned into gardens to save it from building developments.

#### "An Experiment in Regional Library Service."

This regional plan included an extension of book service to seven towns in Franklin County, Vermont, as well as to the community of St. Albans, headquarters of the regional library. The object of the experiment was to prove that by means of a regional library close at hand with its larger resources, the small library can give more adequate service to its particular community, thru more books, accessible books, personal selection, and frequent exchange.

Request of a Los Angeles library patron: "Do you have the book, *Forty Days with a Musty Dog*?"

At the recent meeting of the Virginia Library Association at Alexandria, Louise Dinwiddie, librarian of the George Washington High School of Alexandria, stressed the importance of newspaper publicity for the high school library. She said: "Newspaper publicity provides a continuous background of impressions about the library and its work to the public. The school agent is the vital instrument thru which the outside world is reached and publicity is its book agent, selling its wares." Newspaper publicity encourages and diverts young minds while they are in the educational process. A collection of many newspaper stories concerning the library and

the library club's activities are on file in the Alexandria high school library.

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Concerning the Chicago Public Library list of "New Books, a selection from those published 1931-1935," to which we referred mistakenly last month as a buying guide, Librarian Carl B. Roden writes:

"All we did, when book funds became available July 1, was to put on all speed to buy a selection of the books of the past four years (800 titles, averaging 40 copies each) and then get out a list thereof as quickly as possible for the benefit of our readers."

Replacement of older books worn out and discarded—aggregating some 500,000 volumes—will proceed as rapidly as the funds will permit. Complete rehabilitation of the book stock will probably not be accomplished until late this year.

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Word has been received from George F. Zook, president of the American Council on Education, that a survey is in progress to list all motion pictures which have an educational value. This will include not only the classroom file, but subjects useful also to medical students, scientific workers, vocational classes, CCC camps, teachers, and other specialized educational groups.

More than 10,000 film catalog cards, it is reported, have been mailed to 1,800 sources of films in this country.

## Post-Conference Conversations

*(Continued from page 371)*

She had been driving faster and faster as she talked, and now the Ford gave a great leap, so that conversation become temporarily impossible. But after a moment she slowed down and said, with a laugh, "Heavens! I really do talk as if I were trying to pick a fight. I won't pretend I didn't mean what I said; but it isn't *you* I'm mad at, T. I guess we'd better talk about something else."

By the time we were well into New Mexico, however, the subject was magnanimously re-opened by T: "If you really think the library profession is so terribly behind the times, you might say what you think we ought to do about it."

"Ah, you know how I like to air my ideas," said Y. Then, after a short silence, she went on, "The problem is really two-fold. What is the effect of the individual upon the system, and what is the effect of the system on the individual? The effect upon the individual of a too rigid and conservative system *must* be bad, I think; and the effect of the individual upon such a system is bad, too—tho only in a negative way: the system functions less well and progresses more slowly because it has deliberately deprived itself of the help that its members could give, as well as of that *elan* which no mere machine can feel. But the positive effect which can be exerted on such a system by any individual is very slight—except for a few in the higher administrative positions. In that case, most of you cannot do anything, unless you gather your forces as *groups*, and have a well-defined program of reform.

"But actually, the only 'reform' necessary is the recognition of one fundamental principle: after all, it's the individual approach of each librarian to each borrower or inquirer that is at the root of the whole profession's success or failure. If your scheme of education or administration ignores this, and forgets the importance of the individual, it is certainly on the wrong track. Treat the librarian not as a cog in a machine, but as a valuable *person* who is cooperating in a complex undertaking: discover and make use of her *best* qualities.

"And this brings me to another point, where I think you are a bit behind the times: most librarians are apparently expected to be good at too many different kinds of things. You overlook the fact that most professions today are highly specialized. Not only should the clerical work be turned over to people who

haven't the ability or the training for anything else, but the professional librarian should limit her activities to some particular type of work for which she is unusually well-fitted by temperament and training."

T: "Well, there is some specialization already—children's work, for instance. And then there are research libraires, with opportunities for people with a knowledge of art, foreign languages, music, and so on. Still, another field is that of the business and commercial library—a thing that the public libraries might well encourage as part of their legitimate work. But on the whole, the opportunities for the specialist in any one field of library work are still rather limited."

Y: "But that's just saying you are in the stage of development medicine was in every doctor was a general practitioner. Honor to the general practitioner! But the miracles of modern medicine and surgery are due to men who not only had ability, but who were able to specialize. There must be still other fields of library work that would progress more rapidly under the guidance of specialists. What else do you do in a public library?"

T: "Well, beside reference work, our main work is to provide for recreational reading and for students."

Y: "Take recreational reading, then: the librarian there is really an ally of the social worker who is trying to deal with the problems of people with leisure time. It looks nowadays, what with 'technological unemployment' and all, as if there might be in the future more people with more leisure time. Perhaps libraries ought to prepare themselves to handle that as a special sort of community service."

T: "I don't know that I agree with you there. There may be less of that in the future. So many other things are replacing reading, even now—movies, radio—soon television. There will always be a few people who really care for literature; but the many who are at present satisfied with rather cheap fiction will find entertainment of the same quality elsewhere. Our circulation statistics already show this—especially on children's books."

Y: "Mmm—perhaps you're right. But what about people who come to the library to study? Surely the librarian who deals with them should be trained as a real *teacher*—able to show them how to use books. Why some of my own college students have never

been taught that—there is the college library, endowed and maintained to educate them, but never really *opened* to them. The staff takes almost no interest in that aspect of their work."

T: "They are wasting an opportunity, for such a project ought to be easily carried out in a college. But the public library deals with more different kinds of students, and we get almost no personal cooperation from teachers."

Y: "All the more need for a specialist in educational methods in that field. You ought to devise a plan for placing your present staffs to the best advantage; and you ought to plan even more carefully the training of people who are entering the profession."

T: "Of course the library school curriculum would have to be revised. Much less time would be spent on what you call 'technique' (tho the librarian would have to know enough about that to supervise the clerical work in her library), and much more time on the social aspects of the work. Training in public speaking, for instance, would be most valuable."

Y: "But it seems to me that in the matter of training you have not yet done any really original thinking. You have been content to make shift with an educational set-up that was not designed for your profession, with all its new problems. For instance, isn't it possible that much of the subject matter now taught in library schools might be learned more effectively under an apprenticeship plan in libraries?"

T: "Yes, I believe that would work very well. And it would help to clarify the aims of the library school, which at present combines some of the aspects of a technical school with some of those of a professional school."

Y: "The library-apprenticeship would then take its proper place, on a par with the internship of a young physician, or the field work of a young geologist or social worker; but the library school itself would be concerned with providing background, perspective—with developing the student's knowledge and power along the lines of her chosen specialty. Technical competence could not then be confused with real professional ability. And the library school would then, beyond all doubt, have a standing comparable to that of any other professional school."

T: "That would certainly be desirable. But you are still talking in terms of 'academic' standing, aren't you? Let's carry our 'original thinking' a little further: I fancy we are in danger of following 'academic' standards too closely. The college-and-

library school graduate should be a valuable person, certainly; but ours is one profession in which people with some other sort of experience instead of a formal education—a few years in some other sort of work, such as journalism, art, or business, or of residence in a foreign country—would be extremely useful."

Y: "Of course they would—knowing things that no one ever learns in school. Why, a library ought to be like a great hospital or research laboratory, where each new problem is solved by the cooperation of a number of specialists. There should be room at the top for the best people in many different lines."

T: "But the curious thing at present is that many, if not most, of the higher positions in the profession, to which the ambitious junior must aspire, lead to administrative work, and away from what should be the abiding interests of a librarian—books and people."

Y: "As if every college professor aspired to be a college president! Not many, so far as I know. Most of them would rather stick to their own lines of work and rise to pre-eminence there. I don't see why there shouldn't be a group of librarians with an equally good professional standing. But of course you need administrators, too. That's rather a problem. Your 'ideal' librarian would be just about perfect for her job if she really knew and loved books, and had a gift for handling people and a sense of social responsibility. To expect her to be a good business woman as well is asking almost too much. Still, you can't get a ready-made library administrator from *outside* the profession."

T: "If you're going to have a highly specialized profession, I don't see why people couldn't be trained for this sort of work as well as for any other. What about your clerical workers? I think you're rather snobbish about them: you give them all the uninteresting work to do, assume that they aren't capable of anything else, and then forget all about them. If that's what is done we'll never have intelligent people in that department, because it will be just a dead-end job. But after all, the statistics and business statements which are such a burden to many librarians are the raw materials with which administrative work is done. Even the routine work isn't such bad training in the orderliness and accuracy which a business executive needs. Why couldn't a person go into the clerical staff at first, learn all about the business end of running a library, and then rise, according to her ability, into the administrative positions? As

things are now, every student in library school learns something about library administration—training which is wasted for all those who never get into administrative work, and which uses time that might better be spent on other things more valuable to the 'non-administrative' librarian. It would be much better if the study of library administration were taken up only by people who were making that their career—probably after some actual experience in library work."

Y: "Now that sounds like a really brilliant scheme, T. Isn't it wonderful how, sweetly we are agreeing today?"

Texas is a big state. It takes a long time to get from one place to another in it, and the roads are long and straight. Even with the librarian at the wheel, we managed to get in a good deal of conversation. Louisiana still lay far below our geographical horizon, but above our mental horizon Utopia was slowly emerging.

Y: "I wonder what the librarian, free to direct her own destiny, would make of her profession."

T: "Well, the librarian's chief interests are, after all—books and people. She ought to read more, and she ought to study her community more. At present, she simply hasn't the time . . ."

Y: "Yes, but let's hope that the future will bring shorter working hours to everyone; and that the librarian's working hours will be devoted to those real interests—books and people—and not to the routine of clerical work. Let's hope, too, that not only will the librarian be worthy of her hire, but that her hire will be worthy of her."

T: "Let's hope so. Fatigue and financial worry can hamper an individual or a whole professional group tremendously."

Y: "But even if these hindrances were removed, I wonder whether librarianship would automatically come into its own. You know, T, (you may not like this, but I'm going to say it), one thing that struck me at Denver was a curious lack of what I might call professional unity of purpose: you have a creed, you have a real *faith* in your profession, most of you; but somehow, you don't seem to have a *plan* for it."

T: "But it's not so easy to plan as a piece of scientific research. You forget that our profession depends on all sorts of social factors that are always changing."

Y: "No, I don't forget that. In fact that's just *why* I think some sort of plan is necessary. I don't mean a detailed scheme

that must be followed slavishly. But it seems to me that the library should consciously accept as a fundamental premise that very fact: that its whole activity is bound up with a constantly changing social order, which it must serve as best it can with its own gifts and resources. And if it is to do this, its organization must be, above all, *flexible*. Yet you admit that at the present time, the system is becoming more and more rigid. That is just the sort of inconsistency that betrays a lack of plan: how are you going to fit a library system of increasing rigidity into a *changing* society? You might, for instance, ally yourselves wholeheartedly with the fascist tendencies of today, so as to hasten the coming of a social order into which your own rigid little system would fit nicely. That would be a consistent and intelligible plan—but not one, I fancy, that would appeal to most of you. The alternative then is to discover some way of making your own system more flexible without sacrificing efficiency and standards—that will take a lot of planning!

"No one can predict today what evolution the library will undergo even in the next century, nor frame a plan for the year 2035. But you *can* choose now whether you will leave that evolution to blind chance, or whether you will try to hasten and direct it: probably you would all choose the latter. But if so, again you need a plan—and you need to undertake a program of experimental work. You must expect to devise new types of library service: undertaking some projects of uncertain value.

"Pending the formulation of constructive plans, much of the discussion of library methods, administration, and training is futile; all these things are means to an end—to *what* end? And the idealism of librarians is a great potential force, but it may leak away in sentimentalizing, if it is not consciously directed toward the attainment of some clearly imagined, tho perhaps distant, goal.

"I should think the A. L. A. could profitably devote its next session entirely to such an important subject: omit for once the innumerable sectional meetings concerned with methods and the exchange of experience; firmly exclude all empty generalities; and try to concentrate the unified thinking of the whole professional group on the necessity of discovering first, the definite ends you have in view; and second, the definite steps you will take to arrive at those ends. That would be a conference worth attending!"



# THE LIGHTHOUSE



## Educational Film Catalog

AS work progresses on the *Educational Film Catalog* we are seriously considering what might be the very best title for it. Is *Educational Film Catalog* entirely satisfactory? Or would *Educational Motion Picture Catalog* be better? We list here a number of possible combinations and shall appreciate hearing, from those interested in our catalog, which they would prefer. If they have a suggestion for an entirely different title, we shall be happy to consider it also.

Educational Film Catalog  
Educational Motion Picture Catalog  
Catalog of Educational Films  
Catalog of Educational Motion Pictures  
Films for Education  
Motion Pictures for Education

We were interested in some comments of Frederick L. Devereux in the *Journal of Adult Education* for October 1935. Mr. Devereux believes that, "The talking picture can be used by an individual or by a group of several thousand. It can strengthen the arm of the teacher in countless subject-matter fields. It can present its message over and over again without variation and without wearying. Its facets of interest are so numerous that it can be adapted by leaders to a wide variety of situations.

"I do not think," he continues, "that I am a visionary when I prophesy that some day there will be provided in every section of the country, in public school buildings, in town libraries, and in community centers special projection rooms where an individual may go at his leisure to request the showing of a particular film that illuminates and explains the field of his current interest, be that interest deep seated or merely casual. To make educational films available on the same basis as the reference books in the library stacks will require merely the rearrangement of existing facilities in terms of new opportunities for service. The educational film librarian, a mentor for the individual's guidance along countless paths of knowledge, is a natural outgrowth of a progressive conception of the librarian's function."

## Children's Catalog

School and public libraries will be glad to know that a new edition of the *Children's*

*Catalog* is to appear before the end of 1936, probably late this summer. Work on the new edition has been well begun but it is not too late for suggestions for the improvement of the catalog to be incorporated. Advice or criticism both as to form and content will be very welcome.

The 1936 edition, which will have approximately the same number of titles as the 1930 edition, will include the books of 1935 and to some extent those of 1936, as well as the earlier books. A good many out of date and out of print titles will be dropped, and fresher material substituted. A particular effort is being made to bring the science and travel books up to date. What other classes need special attention?

We wish to make the *Children's Catalog* useful to the elementary school libraries as well as to public libraries, and should therefore be particularly grateful for any advice school librarians may wish to volunteer.

## Wilson Book Notes

**Classification: Theoretical and Practical.**

By Ernest C. Richardson. 3d ed. xvi, 228p.

\$1 postpaid

When this book went out of print a few months ago, it was the feeling of its author that perhaps it had served its purpose, and that a new printing would not be needed. As there continued to be a demand for it however, it was decided to issue another printing, and copies are again available. The book was reproduced this time by photolithography.

**Library Administration.** By S. R. Ranganathan, Librarian, Madras University Library. (Madras Library Association. Publication Series. No. 5) 673p. \$3.75 delivered from New York

Of this book, R. Littlehales, Vice-Chancellor of the University of Madras, says, in his Foreword to it:

"This book, *Library Administration*, is technical in character. It contains the results of considerable experience in the management of one of the largest non-fictional libraries in India and is intended to be a standard work of reference for the professional librarian. It will be read also by those interested in the administration of Libraries all of whom are sufficiently well acquainted with the author's work as not to need any introduction to him. Two of his books, *The Five Laws of Library Science* and *Colon Classification*, broke new ground when they were published and are accepted as standard works in the branches of library technique with which they deal. His present book lays down the general principles



upon which he bases his library administration; it gives detailed instructions for carrying out the routine connected with the special functions of a library; it furnishes a full account of a new system—the three card system—for dealing with Periodicals and it advocates the formation of a separate shelf section in Library Management. . . . I have much pleasure in commending the book to all librarians with the hope that it will find a place within easy reach on every Librarian's reference shelf."

### Books in Press

**Literary Characters Drawn From Life:** *Romans à Clef, Dramas à Clef, Real People in Poetry*; with Some Other Literary Diversions. By Earle Walbridge

Librarians are familiar with Mr. Walbridge's annotated lists of novels, plays, and poems in which one or more of the characters mirror real people, for they have appeared in such periodicals as the New York Public Library *Branch Library Book News, Publishers' Weekly*, and other periodicals devoted to the interests of literature. Five papers in all are published, in collected form, in this book: "Romans à Clef," "Dramas à Clef," "Real People in Poetry," "Half-told Tales," a list of unfinished novels, and "Poetry of the Supernatural."

**GUIDE TO PUBLICATIONS AND RELEASES OF THE F.E.R.A. and STATE RELIEF AGENCIES.** Jerome K. Wilcox

**INDEX TO SHORT STORIES: SECOND SUPPLEMENT.** Ina T. Firkins

**BIBLIOGRAPHIES OF TWELVE VICTORIAN AUTHORS.** Ehrsam, Deily and Smith. \$4

### Cumulations Published and in Progress

**ESSAY AND GENERAL LITERATURE INDEX**—The annual volume for 1935 was published late in December. It supplements the bound annual volume for 1934, and displaces the July, 1935 Supplement.

**ART INDEX**—Three-year cumulation, October 1932-September 1935. Published January 10. Supplements the 1929-1932 cumulation, and displaces the annual volumes for 1932-1933 and 1933-1934.

**CUMULATIVE BOOK INDEX**—Bound annual volume for 1935. Ready in March.

**INDUSTRIAL ARTS INDEX**—Bound annual for 1935. Ready in March.

**AGRICULTURAL INDEX.** Bound annual volume for 1935. Ready late in February.

### What Readers Say

**More First Facts.** By Joseph N. Kane. 599p. 38 il. \$2.75 (library price \$2.25) With *Famous First Facts*, in one order \$5.75 (library price \$4.75)

"A tremendous undertaking and represents a vast amount of research on the author's part, but the result is well worth the effort. It is utterly reliable and authentic, a splendid record."—*High Points Enterprise*

"A book that is as unique, fascinating and valuable a work of reference as its predecessor."—*New York Times*

"A painstaking work, very carefully and accurately carried out, and is indispensable in the library of any individual or public institution."—*Boston Post*

### A System of Bibliographic Classification.

By Henry E. Bliss. 344p. \$7

"In the estimation of the reviewer, the consensus of those who, with the help of the two earlier works, will sound the essential meaning of this new scheme, will highly value this scholarly contribution to the science of classification. . . . The author has succeeded in building a classification "consistent with fundamental principles and with the scientific and educational systems of knowledge." Nor does this imply a system, fixed and rigid. On the contrary, it promises to be sufficiently plastic to accommodate the changing relations of a class, sufficiently flexible to lend itself readily to use in various sizes and types of libraries."—*Arnold H. Trotter, in Library Journal*

"This bibliographic classification . . . has possibilities which are interesting and thought-provoking. Thus it has a definite value for classifiers and for teachers and students of classification."—*Susan Grey Abers, in Library Quarterly*

"Au point de vue, . . . de la marche vers une standardisation internationale de la classification, le livre de H. E. Bliss nous apparaît comme la plus importante contribution des Etats-Unis depuis l'origine de la bibliothéconomie moderne. L'œuvre de H. E. Bliss mérite l'examen le plus attentif de la part des bibliothécaires, bibliographes et documentalistes du monde entier."—*Revue du Livre*

### First Subscriber

There is always an interest in the "first" subscription to any new publication. Honors for the recently commenced *Motion Picture Review Digest* go to Skidmore College Library of Saratoga Springs, N.Y. A close second in the mails was the subscription of the Forest Hills (Pa.) Public Library

### La Scheda Cumulativa Italiana

Current critical comment consistently passes favorable comment upon T. W. Huntington's *La Scheda Cumulativa Italiana* which is published with the authorization of the Italian Ministry of Education. Among the recent reviews are those published in the *Zentralblatt für Bibliothekswesen* (December 1934), London *Times' Literary Supplement* (March 21, 1935), *Rassegna Bibliografica delle Scienze Giuridiche* (Roma) (April-September 1935), *Civiltà Cattolica* (June 15, 1935), *Columbus* (New York) (June 1935), and the *Annals of the American Academy of Political and Social Science* (November 1935). The three annual volumes for the years 1932, 1933, and 1934 comprise a total of more than 1,000 pages, and there will shortly be published the 1935 annual cumulation which will run to more than 400 pages.

# The Book Preview

— for February 1936 —

## A Classified, Selected List of Current and Forthcoming Books

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The purpose of the Preview is to give publishers a convenient and efficient means of presenting to the library world advance information regarding forthcoming books.

The publishers select the books which they recommend for library use, supply the descriptive notes and also cooperate by paying the cost of this section of the Bulletin.

The staff of The H. W. Wilson Company is responsible for the classification and for editing of the descriptive notes.

### An Explanatory Note

THE BOOK PREVIEW is the result of long and patient efforts to reconcile the ideal with the practical in the matter of supplying libraries with dependable advance book information.

To produce any kind of advance book information, someone must assume the duty of evaluating books before they are published. Normal evaluative methods are not satisfactory for advance information since no reviews have appeared by which books may be judged and the books themselves are seldom available more than a few days before release dates. Examination of manuscripts and galleys is impractical in most cases.

The only other method is the one now used by THE BOOK PREVIEW, which is to permit publishers to do their own evaluating subject to rejection or revision by experienced book reviewers, who compare publishers' notes with books, galleys, manuscripts or similar material which can be submitted to one editorial staff centrally located.

THE BOOK PREVIEW is made possible by the courtesy and cooperation of the publishers whose books are described on the following pages. The management of the *Bulletin* joins with them in hoping that the library world will find it a useful "tool" for improving library service. Suggestions for its improvement or comments upon its usefulness will be appreciated by any publisher or by the *Wilson Bulletin*.

# The Book Preview

## 000 GENERAL WORKS

**FARGO, LUCILE FOSTER.** Preparation for school library work. (Columbia univ. studies in library service, no. 3) 190p \$3 Columbia univ. press (Ready)

027.82 School libraries. Library schools and training

The author of *The Library in the School* shows what training should be provided for the personnel of the school library, and for the teachers who use the library—and proposes a program of instruction for professional school librarians, teacher-librarians, and teachers. (See *Who's Who in Library Service*; HSC; STC for other books by this author)

**AMERICAN** year book; a record of events and progress, year 1935. about 900p \$7.50 in United States and Canada; \$8 in other countries. American year bk. corp. (New York Times co.) (about March 1)

031 U.S.—Yearbooks. Yearbooks (statistical, historical, etc.)

A comprehensive survey of American progress in all fields of activity and knowledge, compiled and appraised by distinguished leaders in their respective fields, including college professors, government officials, and specialists. The volume covers science, economics, finance, government, labor, education, religion, literature, industry, and the arts, and is particularly valuable for information on the NRA and its final invalidation by the decision of the United States Supreme court. (See HSC; STC; Mudge: *Guide to reference books*; Hunting list)

**NEW YORK Times index**; a master-key to the news; annual cumulative volume, year 1935. about 2600p \$26 New York Times co. (about March 1)

071 Newspapers—Indexes

A cumulation of the monthly volumes (subscription \$13 a year, with the annual \$33.50). A reference work for all students of affairs. Accurate, reliable, exhaustive index to the newspaper's first-hand record of events, invaluable in checking the accuracy of names, dates, facts and events. It is a key to source material for articles, addresses and debates, covering official statements, codes, public addresses, conference reports, rulings, appointments, and thousands of items of personal interest, such as births, deaths, marriages, accidents, fires and unusual events. In addition, the index is a guide to the many authoritative appraisals of economic and political trends which are published in the Sunday editions. (See STC; Mudge: *Guide to reference books*)

## 100 PHILOSOPHY

**SEABURY, DAVID.** How to worry successfully. \$2.50 Little (April 3)

131.337 Worry

An eminent New York psychologist uncovers the common causes of difficulties and troubles faced by all of us and presents a few long-tried methods of reaching an inner peace by overcoming oppressing habits of thought. (See STC for other books by this author)

## 200 RELIGION

**JACOBUS, MELANCHTHON WILLIAMS; ZENOS, ANDREW CONSTANTINIDES, and LANE, ELBERT CLARENCE.** New standard Bible dictionary. 3d ed rev 994p 11 cloth, \$7.50, buckram, \$8.50. Thumb index 75c extra. Funk (Feb.)

220.3 Bible—Dictionaries

Third edition, thoroughly revised and brought down to date. Based on the previous 1926 edition which has been a leading authority for a number of years. (See STC)

**SHEEN, FULTON JOHN.** Moral universe. Bruce pub. (March)

230 Ethics, Future life. Spiritual life

Accepting as his basis the fact that there is another universe, another sphere of action, besides the purely natural and material one, the author points out the laws of that universe—the moral universe. He discusses it in its relation to man pointing out first that the Christian-like Christ is without a home—that except in the power of weakness and the victory of defeat, man is lost. He goes on then to discuss the role of conscience in this moral universe, the problem of evil, the necessity of constant vigilance in the work of salvation, the necessity of material death for spiritual life, the love of God sought through the religious vows and through the sacrament of matrimony. He also treats of heaven, hell, purgatory, the last judgment, etc., ending with the grand pean of Easter.

**NEWMAN, LOUIS ISRAEL.** Jewish influence on Christian reform movements. (Columbia univ. oriental studies, no. 23) 706p Formerly \$7.50, now \$2 Columbia univ. press (Ready)

296 Christianity and other religions—Judaism. Jews—Religion

Analyzes the literary and personal influences emanating from Jewish religious tradition in its relationship to Christianity. (See STC for other books by this author)

## 300 SOCIAL SCIENCES

**LENGVEL, EMIL.** Millions of dictators. 300p \$2 Funk (April)

320 Political science

This is a story of "the man in the street" in America, England, Germany, France, Italy, Russia and other countries, the unsung hero who dictates to the dictators, and who in the last analysis shapes the course of history. (See STC for other books by this author)

, **RALPH EASTMAN and GUTH-HARRY G.** Investment principles and practices. rev ed 1,014p \$6 Prentice-Hall (Feb.)

332.6 Investments. Securities

This standard work has been thoroughly revised. A wealth of new material has been added covering the prosperous years of 1928 and 1929 and the depression years since then, and including an up-to-date discussion of present-day investment problems.

**GLUECK, SHELDON.** Crime and justice \$3 Little (April 20)

343 Criminal law—U.S. Justice, Administration of—U.S.

Professor Glueck, one of our leading criminologists, sees a grave necessity for a basic overhauling of the entire system of criminal justice. He makes wise and practical suggestions for a more realistic penal code and for the improvement of other agencies to control crime.

**RAUP, BRUCE.** Education and organized interests in America. 256p \$2.50 Putnam (March 1)

370.973 Education—U.S. Propaganda, American

Religious, political, industrial and patriotic organizations spend huge sums every year to bring pressure to bear upon our educational systems. What are the results in human terms of such activity? What are the methods employed? What good or ill is accomplished? The answers to these questions are provided in Dr Raup's brilliant analysis.

## 500 SCIENCE

**GRAY, GEORGE WILLIAM.** New world picture. 388p \$3.50 Little (March 20)

530 Physics

A reliable and comprehensive liberal education in the new world of physics—the smashing of the atom, cosmic rays, relativity, the fourth dimension, and all the discoveries that have been made in this huge realm.

**PETERSON, CHARLES F.** Fundamentals of electricity. 11 Bruce pub. (April)

637 Electricity. Electric engineering

A simple course in the fundamentals of electricity for students of junior-high-school age. The text was developed in the form of separate lessons giving special attention to simplicity and elimination of technical terms. It is an excellent course for exploratory purposes and gives the student an opportunity to apply the basic principles of electricity. The connecting of bells, annunciators, burglar alarm systems, and the wiring of many other practical circuits arouse the interest and enthusiasm of the students.

**KAGWA, SIR APOLO.** Customs of the Baganda, tr. by E. B. Kalibala, ed. by M. M. Edel. (Columbia univ. contributions to anthropology, v XXII)

572.96761 Baganda

From Kagwa, Uganda regent and prime minister in the early reign of the present king Daudi Chwa, Roscoe got most of the information used in writing *The Baganda*. That volume dissatisfied Kagwa, who rewrote it, making important annotations and additions. This translation, however, omits whatever completely coincides with Roscoe's account.

## 600 USEFUL ARTS

**JUTTE, MAX ERNEST.** You must eat meat; fancies, foibles, and facts about meat. 184p 11 \$2 Putnam (Feb. 14)

613.28 Meat

Dr Jutte believes that most chronic diseases such as colitis, asthma, gout, rheumatism, bronchitis, and stomach disorders are due largely to excessive fermentation of starches and sugars which are contained in vegetables and fruits, cereals and bread. Meat, which does not ferment, counteracts and stops ex-

cessive fermentation, and therefore prevents excessive absorption of fermentation products into the blood stream. (See Hunting list)

**NYE, DOROTHY.** New bodies for old. 200p 11 \$2 Funk (March)

613.7 Gymnastics, Medical

This widely-known authority presents her systems of exercise designed to develop poise and grace, to reduce weight, to correct the faults of posture, and to make one feel well and look well.

**ARNOLD, H. H. and EAKER, IRA C.** This flying game. 296p 11 \$3 Funk (Feb.)

629.13 Aeronautics

An authoritative book on aviation that answers the almost countless questions of the eager hosts of air minded boys and their elders.

**WILSON, CHARLES MORROW.** Roots of America. 296p 11 \$3 Funk (March)

630.1 Country life. Farm life

A sympathetic and sincere study of the people whom the author found on the rural roads of America, men and women more concerned with seedtime and harvest than with the new currents of political and economic thought.

**DANIEL, HAWTHORNE.** Householder's complete handbook. \$2.50 Little (April 20)

640 Domestic economy

This book tells you the easy way to go about the thousand and one jobs that need to be done to keep a house in smooth running condition. Simple instructions are given for the care, the adjustment, and even the renewal of nearly every part of a house from the attic to the cellar. (See HSC for other books by this author)

**HARRIS, MRS FLORENCE (LA GANKE).** Everywoman's complete guide to homemaking. \$2.50 Little (April 20)

640 Domestic economy

Covers foods and nutrition, clothing, house planning and furnishing, home management, child care and development, health, family and other social relationships.

**HARRIS, MRS FLORENCE (LA GANKE).** 1001 sandwiches. 288p \$2 Little (Feb. 24)

641.84 Sandwiches

Recipes for a thousand and one appetites are gathered together in this new volume. There are all kinds for all tastes and occasions—for men and women old and young, for lunch, tea, late supper, picnics. (See Hunting list)

**DWYER, HUGH L.** Your child in health and in sickness. 342p 11 \$2.75 Knopf (Feb. 10)

649.1 Children—Care and hygiene. Children—Diseases. Infants—Care and hygiene

A complete book on the care and feeding of children from infancy to adolescence. It incorporates all of the most recent scientific advances in the entire field of child hygiene. The author is a distinguished pediatrician; associate professor of pediatrics at the University of Kansas Medical school and attending physician at leading Kansas city hospitals. Highly recommended by the Family life section of the National Catholic welfare conference.

**FISCHER, LOUIS.** The baby and growing child. 250p 11 \$1.50 Funk (March)

649.1 Children—Care and hygiene. Infants—Care and hygiene

This complete manual on child care is an invaluable adjunct to every household; a guide to parents in the care of their children in sickness and in health.

**GREENHOOD, DAVID and GENTRY, HELEN,** comps. *Chronology of books and printing.* 723p \$2 Macmillan (Feb. 4)

655.1 Books. Printing—History

This manual affords ready access to a wide range of very specific data. It includes the great calligraphers, type designers, illustrators, engravers, printers, binders, patrons, many libraries, the early manuscripts, as well as the various inventions, influences, and suppressions—along with dates, location, and other details of bibliographical interest. (See *Hunting list*)

**GOGGIN, JOSEPH D.** *Manual of stereotyping.* 256p \$5 The author, 1751 North Le Claire Avenue, Chicago, Ill. (Ready)

655.22 Stereotyping

This manual describes modern stereotyping in all its phases, equipment, materials and manipulations. Stereotyping is the least understood of the printing trades, and perhaps of equal value with any of them to publishers and printers.

**FAGG, CHARLES J.** ed. *Freight traffic red book.* 1100p \$10 (Includes supplement service to Oct. 1936) Traffic pub. (Ready)

656 Freight and freightage

An encyclopedia of the laws, rules, regulations and practices of freight transportation.

**GOTTSHALL, FRANKLIN H.** *How to design period furniture.* Il Bruce pub. (April)

684 Furniture

Treats all important phases of the art and craft of designing furniture in as practical a manner as possible. Since all good design is based upon well-established rules there was a well-defined need for this presentation of the rules and their application to the finest examples of each important style. The rules are flexible enough to be applicable to all styles, yet definite enough to be of real practical value in the solution of actual problems that will arise in designing furniture. The book contains five chapters on principles of design, eleven on period styles, one on upholstering materials, one on mechanics of design, and a glossary. It is profusely illustrated with drawings and photographs. (See *STC* for another book by this author)

## 700 FINE ARTS

**DALZELL, J. RALPH and McKINNEY, JAMES.** *Architectural drawing and detailing.* 207p Il \$2 American tech. soc. (Ready)

744 Architectural drawing. Architecture—Details

Presents the general principles and practices of architectural drawing, detailing, rendering in pen and ink, and landscaping. It does so in such a manner as to serve beginning students or draftsmen who are in need of this practical information. (See *STC*)

**PERLMAN, WILLIAM J.** comp. *Movies on trial; the views and opinions of outstanding personalities anent screen entertainment past and present.* 272p \$2.50 Macmillan (Feb. 4)

791.4 Moving pictures

Among the chapters included are: *Chewing-gum relaxation*, by W. A. White; *Movies, the actor, and public morals*, by E. G. Robinson; *Movies and juvenile delinquency*, by B. B. Lindsey; *Story is the thing*, by Don Marquis; *Stories I'd like to see screened*, by W. L. Phelps; *Theatrical producer's reaction to the movies*, by Brock Pemberton; *Movies and the social revolution*, by W. W. Moss; *Movies and political propaganda*, by Upton Sinclair; *Movies and the community*, by J. H. Holmes.

## 800 LITERATURE

**LAWSON, JOHN HOWARD.** *Theory and technique of playwriting.* 320p \$2.50 Putnam (Feb. 28)

808.2 Drama—Technique

A comprehensive and brilliantly phrased study of what a play is—of how the subject matter of a play is personified, dramatized and arranged. Contents: Part I, The history of dramatic thought; Part II, The theatre of today; Part III, Dynamics of construction; Part IV, Mechanics of construction. (See *Authors Today and Yesterday*; *Hunting list*; *STC*)

**WILDE, PERCIVAL,** ed. *Contemporary one-act plays from nine countries.* \$2.75 Little (March 20)

808.82 Drama—Collections

Sixteen one-act plays, thirteen of which have never been published in America, by such outstanding modern playwrights as Paul Green, Clifford Odets, Sherwood Anderson, Philip Johnson, John Drinkwater, Hans Gross, Paul Géraldy and N. N. Evreinow. (See *Living Authors*; *HSC*; *STC*)

**DICKINSON, EMILY.** *Unpublished poems of Emily Dickinson*; ed. by M. D. Bianchi and A. L. Hampson. 157p \$2.50 Little (Feb. 7)

811

First published in 1935 at \$7.50.

"She reigns the brightest star in the firmament of American lyric poets. This book is but further proof that she is of the immortals." *New York Times Book Review.* (See *Hunting list*; *HSC*; *STC*)

**LEHMER, DERRICK NORMAN.** *Fightery Dick, and other poems; a book of free ballads.* 112p \$2 Macmillan (Feb. 11)

811

Lovers of ballads will welcome this book of dramatic stories told in swinging meters which fit the different episodes. Dr. Lehmer's work in poetry has been varied and extensive. His achievements in the ballad form have been especially successful. The poems in this volume are strong in pulse and rich in imagination.

**COLUMBIA** poetry, 1935; with an introduction by W. T. Brewster. 45p pa \$1 Columbia univ. press (Ready)

811.08 College verse—Columbia

College verse selected by Joseph Auslander, Irwin Edman, Roderick Marshall, Elizabeth Reynard and Mark Van Doren.

**SIDNEY, SIR PHILIP.** *Defence of poesie.* (pub. for the Facsimile text society) (English replicas) 69p \$1 Columbia univ. press (Ready)

821.3

First published in 1595 when two editions appeared. This is a facsimile of the Fensonby first edition which seems to be the better authorized. The British Museum copy is reproduced. (See *STC*)

**SHAKESPEARE, WILLIAM.** *Shakespeare's sonnets.* (pub. for the Facsimile text society) (English replicas) 76p \$1 Columbia univ. press (Ready)

822.33

This book reproduces the quarto published, probably without Shakespeare's authorization. It contains the 154 sonnets and the poem *A Lover's Complaint*. The Museum copy is reproduced.

Say you read it in the *Wilson Bulletin*

**LIPTZIN, SOL.** Historical survey of German literature; a survey of German literature from its beginnings until 1938. 225p \$1.95 Prentice-Hall (Feb.)

830.9 German literature—History and criticism

An historical survey of the German literature which is actually read in the English-speaking world. The book is of special value to students of German, English, and comparative literature.

## 900 HISTORY

**VERRILL, ALPHEUS HYATT.** They found gold. 288p il \$2.50 Putnam (Feb. 14)

910.4 Treasure-trove. Salvage

True tales of treasures which actually have been found and many of which have been recovered. The accounts of the salvaging of the *Laurentio*, the *Columbia* and other sunken treasure ships are most interesting as are the stories of the Treasure of the Incan princess, the Mysterious treasure of Oak Island, and Gasparilla's treasure. An appendix gives valuable hints and information on organizing treasure hunting expeditions, the outfits and capital required, the expenses and difficulties to be met and why so many treasure hunts have failed. (See Hunting list; STC; HSC for other books by this author)

**PRICE, LUCIEN.** We northmen. \$3.50 Little (March 20)

914 Europe—Description and travel

A volume blending travel, biography and intellectual adventure in the cultural shrines of northern Europe.

**WOLFF, THEODOR.** Eve of 1914. 660p \$4.50 Knopf (March 2)

940.311 European war, 1914-1918—Causes

The author, as editor of the famous newspaper, *The Berliner Tageblatt* from 1906 to 1933, was at the outbreak of the war probably the most influential journalist on the continent and was in close touch with the leading diplomats and rulers of the central European countries. In this book he seeks to survey all the events, crises, incidents, diplomatic notes and maneuvers which led to the outbreak of the World war. Dr Charles A. Beard calls it "an important human document." Harold Nicolson says that "It is the most valuable study of the origin of the World war which has been published since Professor Fay's two classic volumes."

**HARBORD, JAMES CUTHRIE.** American army in France. 615p \$5 (Before publication, \$4) Little (March 6)

940.4 European war, 1914-1918—U.S. U.S. Army. A.B.F., 1917-1920

Few men had better opportunity to observe America's part in the World war. General Pershing's words are: "He is a keen observer. He has decided talent for writing, and what he says in his new book will, without a doubt, be a valuable contribution to the history of Americans in arms, and, as such, should be extremely interesting to the American public." (See Hunting list; STC)

**CUSHING, HARVEY WILLIAMS.** From a surgeon's journal (1915-1918). \$5 Little (April 6)

940.48 European war, 1914-1918—Personal narratives

Here are the war journals of one of the most eminent brain specialists in America, who saw the war at close quarters on many fronts,

coming in contact with French, British and American armies. His duties carried him all over that belt of war operations which stretched from the recruiting offices to the front lines. (See STC for other books by this author)

**VERNADSKII, GEORGI VLADIMIROVICH.** Political and diplomatic history of Russia. \$4 Little (April 3)

947 Russia—History

This book answers a definite need for a more detailed account of particular aspects of Russian history, from the earliest period up to the present. Special attention has been given to the history of the Ukraine. (See STC for other books by this author)

**MILLS, OGDEN LIVINGSTON.** Liberalism fights on. 170p \$1.50 Macmillan (Feb. 25)

973 U.S.—Politics and government. U.S.—Economic policy

The theme of Mr Mills' book is summed up in the following statement from his introductory chapter: "Our American social philosophy can be expressed in a single term—liberalism. . . If we examine our form of government, our economic order and our conception of individual liberty, we will find that they are three aspects of a single philosophy; and that free government, free enterprise and free men are but the outward expressions of the liberal ideals of democratic institutions in the field of government, of economic individualism, and cooperative action in economics, and of freedom, humanitarianism, and progress in the life of the individual."

**RUSSELL, WILLIAM FLETCHER.** Liberty vs. equality. 137p \$2 Macmillan (Feb. 18)

973 U.S.—History. U.S.—Politics and government

Dean Russell finds the answer to most political problems in the realm of a proper education. In the course of the discussion he takes up such matters of current interest as the characteristics of the power age, the various views of an ideal government, *laissez-faire* vs. a planned economy, education as a safeguard against dictatorship, the need of organizing our leisure, and the need of federal aid to education.

**BUCK, PAUL H.** Road to reunion (1865-1900). \$3.25 Little (April 20)

973.8 U.S.—History—1865-1898

A modern and interesting approach to the subject of reconciliation—from 1865, when the North and South were split wide apart, to 1900, when they were reunited and again nationally harmonious.

**HISTORY** of the state of New York. v7-8 \$50 per set of 10v. Books to be paid for as they are delivered. 20% discount on orders received before April 1936 that is, before publication of last two volumes Columbia Univ. press (Ready)

974.7 New York (State)—History

Published under the auspices of the New York state historical association, edited by Alexander C. Flick, state historian. A co-operative work, covering every phase of the state's history from prehistoric time through 1895. Contents: v7 Modern party battles, v8 Wealth and commonwealth.

**WILSON, NEILL C.** Treasure express; epic days of the Wells Fargo. 387p il \$2.50 Macmillan (Feb. 18)

978 Southwest, New. Wells Fargo express company

The story of the rise of the Wells Fargo Express Company in California and the South-

**WILSON, N. C.—Continued**

west during the exciting days from the 1848 gold discovery until the rolling of the last stagecoach—a period of about five decades. Although the author gives glimpses of the business minds behind the express companies, particularly the Wells Fargo Company, *Treasure Express* is primarily a panoramic picture of brigandage and frontier adventure—with fighting, robbery, escape, pursuit, capture, and lynching in abundance. (See *Hunting list*)

**BIOGRAPHY**

**BUCK, MRS PEARL (SYDENSTRICKER).** The exile. 315p \$2.50 Reynal (Feb.)

B or 92 Sydenstricker, Mrs Carie (Stulting)

The biography of an American woman in China. It is the life story of Pearl Buck's mother. Much of it the author learned from her mother's lips and diaries; the rest from her own observation. (See *Authors Today and Yesterday*; *STC*; *Hunting list*)

**COMMAGER, HENRY STEELE.** Theodore Parker, Yankee crusader. \$3 Little (March 23)

B or 92 Parker, Theodore

Emerson thought Theodore Parker one of the three great men of his time. Scholar, preacher, philosopher, social reformer, abolitionist, politician—his career reflected most phases of American life in the generation before the Civil war.

**GRAM, RALPH ADAMS.** My life in architecture. 325p \$3.50 Little (Feb. 24)

B or 92

After a half-century of activity in his profession, Mr Cram is to-day the dean of American architecture. As the chief exponent of the Gothic he has unquestionably exercised enormous influence on church construction in this country. (See *Hunting list*; *STC*)

**FUNK, CHARLES EARLE.** What's the name, please? 200p \$1 Funk (April)

329.4 Names, Personal—Pronunciation

The authorized pronunciation of the names of the great, the near great, or the about-to-be great of our own time.

**GUMP, MARTIN.** Trail blazers of science. 296p \$2.50 Funk (April)

925 Scientists

Ten brilliantly written biographies that bring to the reader men whose discoveries stand as mile-posts in the growth and development of scientific knowledge.

**MCCOMB, EARL VINTON.** Doctor of the North country; with preface by Logan Clendening. 238p \$2 Crowell (Feb. 11)

B or 92

Of this intimate story of a country doctor's life, Dr Clendening says: "The only book that approaches it is Conan Doyle's *Round the Red Lamp*."

**MCLEAN, MRS EVALYN (WALSH).** Father struck it rich. 309p \$3 Little (March 9)

B or 92

This is one of the greatest true Cinderella story ever told. It lifts the veil of mystery

which covers one of the most sensationally interesting personalities in the United States, the owner and wearer of the Hope diamond.

**MITCHELL, WILLIAM.** General Greely; the story of a great American. 238p \$2.50 Putnam (Feb. 23)

B or 92 Greely, Adolphus Washington

The story of Greely lost in the Arctic wastes will never pass from the memory of man. All hopes for his rescue had been abandoned, and even the United States government, which had sent him into the Arctic, gave him up for lost. But the unquenchable devotion of his wife finally forced the dispatch of the rescue party which ultimately found him and brought him back.

**VOLLARD, AMBROISE.** Recollections of a picture dealer. \$4.50 Little (March 20)

B or 92

Ambroise Vollard is perhaps the most famous of art merchants. He has known every painter from Cézanne back to the Impressionists. He has spent years writing his autobiography and a lifetime living its rich, fantastic material. (See *STC* for other books by this author)

**YEO, MRS MARGARET.** Greatest of the Borgias. \$1 Bruce pub. (March)

B or 92 Francis Borgia, Saint

For all the reputed ignobility of the family Borgia, it gave to the world one of its finest saints and men of action—St Francis Borgia, duke of Gandia, and third general of the Society of Jesus. In telling the story of St Francis the author gives a panoramic view of the renaissance period in Italy and Spain presenting a picture remarkable for its contrasts of splendor and squalor; of horrible vice and high sanctity. The saint's life is crossed and recrossed by some of history's grandest figures—St Ignatius Loyola, St Peter Canisius, St Charles Borromeo, Charles V. Don John of Austria, the reforming Popes Paul IV and V. . . all of them friends and familiars of St Francis. (See *STC* for another book by this author)

**FICTION**

**BENTLEY, PHYLLIS ELEANOR.** Freedom, farewell! 504p \$2.50 Macmillan (Feb. 18)

A story for every reader who enjoys thrilling action and well drawn characters. Here are turbulent scenes in the senate, battles, orgies, scenes at Cato's tomb, at the circus, in a pirates' lair, and at the court of an Asiatic king. Here, too, are the love stories of Caesar and Servilia, Pompey and Julia, Brutus and Porcia. A picture of Roman society in the last century of the republic, with scenes in Rome, Gaul, Spain, Africa. (See *Authors Today and Yesterday*; *Hunting list*)

**BURKHARDT, R. F. and BURKHARDT, EVE.** See Rob, Eden, pseud.

**CARROLL, ELEANOR ELLIOTT.** There's always a rainbow. 320p Penn \$2 (Feb. 21)

The story of a proud, interesting and impoverished Southern family; but most particularly of Geneva, who long ago had made up her mind to marry money. But that was before Kip Tyler came to town. Ironically, when she realizes that nothing but true love really matters, fate tries to hold her to her earlier resolve. (See *Hunting list*)

Say you read it in the *Wilson Bulletin*

**CORBETT, ELIZABETH FRANCES.** *Mount Royal; chronicles of an American town.* 320p \$2 Reynal (Feb. 6)

A series of four long novelettes, presenting a skillfully etched cross-section of life in a middle western town in the early days of the present century. (See *Hunting list*)

**CUSHMAN, CLARISSA FAIRCHILD.** *Bright hills.* 256p \$2 Putnam (Feb. 14)

An attractive, demure wife; a selfish, dominating husband; an adroitly sympathetic story of modern marriage by the author of *But for Her Garden*. (See *Hunting list*)

**DUNSANY, EDWARD JOHN MORETON DRAX PLUNKETT,** 18th baron. Up in the hills. 256p \$2 Putnam (Feb. 14)

"Lord Dunsany's new book interprets in a wise and yet terrible way the mysterious enigma of the Irish character—mysterious that is to say, to all the world except the Irish themselves. . . Lord Dunsany has never been in subtler or wittier form." A. G. Macdonnell in the *London Observer*. (See *Living Authors*; HSC; STC)

**EDEN, ROB, pseud.** *Trapped by love.* 256p \$2 Hopkins (Feb. 14)

Margo Haynes is lovely and lovable but her love is dangerous. Because of loyalty to her brother she almost sacrifices her own and Bob Craddock's happiness.

**EDMONDS, WALTER DUMAUX.** *Drums along the Mohawk.* \$2.50 Little (April 20)

A story of the American revolution—not in terms of Valley Forge and Yorktown—but as it was fought with violence and courage and bloodshed in the deep woods and frontier settlements of the Mohawk Valley. (See *Authors Today and Yesterday*)

**FABRICIUS, JOHAN WIGMORE.** Son of Marietta. 813p \$3 Little (Ready)

A novel of 18th-century Italy.

"The amazing adventures of Benedetto, illegitimate son of the handsome young Bishop of Todì, and Marietta, a convent girl, when related by the masterhand of Fabricius make this novel undoubtedly one of the classics of the Picaresque school." *Some Recent Dutch Books in the A.L.A. BookNet*. (See *Hunting list*)

**HALLAM-HIPWELL, HERMINE.** *Argentine Interlude.* 308p \$2 Penn (Feb. 14)

Michael Shelderdine, a young Englishman in Buenos Aires, falls in love with a girl brought up in the conventional manner of an earlier generation. Within a few months he is formally engaged to her. Then follows their tragic love story. A charming romance, full of the color and atmosphere of the Argentine. (See *Hunting list*)

**HARRIS, COLVER.** *Going to St Ives.* 272p \$2 Macrae-Smith-co. (Feb. 10)

This book introduces a new and important writer of mystery stories, as well as a most engaging sleuth in Timothy Fowler, shrewd, personable and efficient detective. (See *Hunting list*)

**HOULT, NORAH.** *Holy Ireland.* 384p \$2.50 Reynal (Feb. 13)

A story of Dublin life at the turn of the century, from the period of the Boer war until about 1905. It centers about the family of Patrick O'Neill, a typical bullying Victorian father, strong in his prejudices, devout and strict in his Catholic faith.

**HURST, VIDA.** *Radio sweetheart.* 256p \$2 Hopkins (Feb. 14)

He thought himself in love with a glamorous star whose beauty, throaty voice and dancing

feet made her the toast of the town. But all the while, a little miss with rosy cheeks and a twinkling smile was leading them towards real romance and happiness.

**JAMESON, STORM.** *In the second year.* 392p \$2.50 Macmillan (Feb. 11)

England has seen a bloodless revolution. Miss Jameson makes very real the welter of motives—greeds, fears, and ambitions—which move the men at the top under the new regime. Her wise understanding of violent allegiance and violent hatred; her feeling for the personal tragedies which lie behind an impersonal crisis, make this novel one which will not soon be forgotten. (See *Living Authors*; *Hunting list*; STC)

**MCCORD, JOSEPH.** *One way street.* 272p \$2 Macrae-Smith-co. (Feb. 10)

"One of the better light novels—interesting as a good picture of a small town, and diverting in the ramifications of the plot," says Virginia Kirkus of this pleasant story by the author of *Dawns Delayed*, etc. (See *Hunting list*)

**MERCER, CECIL WILLIAM.** *And Berry came too.* By Dornford Yates [pseud.] 256p \$2 Minton (Feb. 28)

Heeding at last the cries of his admirers for "more Berry," the author returns for his setting to the English countryside and takes up the story of his most beloved set of characters. Major Berry Pleydell, his wife Daphne, Boy Pleydell, the two Mansels, Jonathan and Jill—they are all at *White Ladies* again in a series of mad escapades as thrilling as they are hilarious. (See *Hunting list*)

**NORDHOFF, CHARLES BERNARD and HALL, JAMES NORMAN.** *The hurricane.* 257p \$2.50 Little (Feb. 10)

A story of an island community in the Pacific, of how its serenity is shattered when Europeans and Polynesians are brought in to subtle opposition and how the issue is decided not by man but by nature when the hurricane, overpowering, inhuman, and majestic sweeps down upon the island. By the authors of *Mutiny on the Bounty*. (See *Authors Today and Yesterday*; *Hunting list*; STC)

**SHERMAN, RICHARD.** *To Mary with love.* 118p \$1.25 Little (Feb. 24)

A curiously appealing love story that hurts, so deftly does it mirror the feverish days of the decade just ended; so dexterously does it impart to the reader the swiftness with which youth passes.

**TURNBULL, MRS AGNES (SLIGH).** *Rolling years.* 494p \$2.50 Macmillan (Feb. 4)

A salty chronicle of American life and character, and of American youth at its best. The background is a Scottish farming community of western Pennsylvania, and the author has depicted memorably the salient aspects of its life: district school, the Presbyterian Sabbath, Friday night singing class, camp-meeting, sugaring-off, etc. (See *Hunting list*)

**WILLOUGHBY, MRS FLORANCE (BARRETT).** *River house.* 389p \$2 Little (April 3)

Denise Keith went to Alaska rebelliously, determined to dislike the country and everyone in it. This was harder than she had expected for the young, hard land and the wild, free river with its ever-changing moods took hold of her heart as did Revelry Bourne, reckless and daring and unforgettable. (See STC for other books by this author)



WOOLL, EDWARD. Libel. 320p \$2 Macrae-Smith-co. (Feb.)

This is the story on which the current stage success is based. A gripping, powerful drama, in which the nominal plaintiff in a court action becomes the defendant as his detractors attempt to prove him an impostor. (See Hunting list)

WRIGHT, SYDNEY FOWLER. War of 1938. 320p \$2.50 Putnam (Feb. 28)

A novel dealing with the future of a grave situation imminent in Europe today. It envisions a Germany in 1938, armed to the teeth with an enormous fleet of powerful bombers, an inexhaustible supply of the latest and most powerful chemicals, a fleet of monster tanks and secret aerodromes hidden ingeniously in obscure places, a Germany that, having already annexed Austria, turns its attention toward subduing Czechoslovakia. There is a romance between an English attaché in Prague and two Englishwomen, one married to an executive in the English foreign office; there

are exciting chapters dealing with an English spy in Germany; secret Nazi activities in Czechoslovakia are detailed; and there are accounts of the deliberations of the Czech ministers both among themselves and with foreign powers.

YATES, DORNFORD, pseud. See Mercer, C. W.

## KEY TO ABBREVIATIONS

HUNTING—Monthly list of "Selected titles worthy of consideration by any library" issued by the H. R. Hunting Co., Springfield, Mass.

STC—Standard Catalog for Public Libraries

BRD—Book Review Digest

BKL—Booklist

HSC—Standard Catalog for High School Libraries

CC—Children's Catalog

Order books described here thru the dealer from whom you usually buy books.

# Reading for Background

A series of annotated reading lists for students, teachers and school librarians to provide background material for classroom work. Published in cooperation with the School Libraries Committee of the American Library Association.

## READINGS FOR FRENCH, LATIN, GERMAN

These lists have been compiled for the purpose of revealing the life and character of the countries represented. Reading levels are denoted by symbols representing the *Children's Catalog*, *Standard Catalog for High School Libraries* and the *Standard Catalog for Public Libraries*.

## WHAT SHALL WE READ NEXT?

This is a working list for librarians the purpose of which is to assist in the reading guidance of young people of fifteen to nineteen years of age. It will suggest books to readers who want "a book like the one just read" or "another good book."

## BACKGROUND READINGS FOR AMERICAN HISTORY

The aim of this list has been to include readable and useful material which will help to interpret the various historical periods of American history to Junior and Senior high school students and will be useful to teachers.

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38 Pages  
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half-price. Special  
prices for quantities*

## BOOKS ABOUT SPAIN

An annotated list of the most readable books in various classifications. The objective in this list has been to make a selection of the best, instead of including many possible titles.

## Other Reading Lists

### OUTSTANDING NOVELS OF THE 20TH CENTURY

Ruth Melamed. 16p. 1931. Ten cents a copy.  
50 copies, \$1.75. 100 copies, \$3. 250 copies, \$6.  
500 copies, \$10.

### NINETEENTH CENTURY NOVELS

Ruth Melamed. 16p. 1932. Ten cents a copy.  
50 copies, \$1.75. 100 copies, \$3. 250 copies, \$6.  
500 copies, \$10.

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# COMPTON COMMENT

**L**IBRARIANS and other book specialists comment frequently upon the informational quality, selectivity, and clarity of the illustrations in Compton's Pictured Encyclopedia.

Many interesting stories might be told of the way in which Compton illustrations are procured. The article on Cattle used in the current edition of the encyclopedia required photographs as authentic and informational as the text itself. After considerable investigation came the discovery that one of the best photographers of western life was Charles Belden, owner of a cattle ranch near Pitchfork, Montana. Procedure was swift . . . the edition was about to go to press! A wire was sent to Mr. Belden—who boarded the first Chicago-bound train with his amazing collection of photographs. The finest of these were chosen to illustrate the article, final selection being made by a member of the Compton editorial staff who had grown up on a Wyoming cattle ranch and knew breeds and brands of cattle as well as he did the P's and Q's of encyclopedia writing.

For illustrations for scientific articles, the Compton staff editor for general science obtained the help of Dr. E. E. Free, distinguished consulting engineer in New York City. In the Free Laboratory and the laboratories of New York University apparatus was set up which when photographed illustrated the principles of general science as taught in secondary schools. **Result:** Realistic illustrations which are considered indispensable by science teachers and students.

The new color plates in the 1935 edition of Compton's are made by recently developed processes in direct-color photography. An illustration for the article on Photography, showing in color the sparkling flow of water as poured from pitcher to glass, is said to be one of the finest examples of instantaneous color-photography in existence.

Selectivity and care in planning illustrations count for little unless they are accurately reproduced. The clarity of Compton illustrations is due to four things: excellence of original photographs—fine photoengravings—quality of paper and ink—immediate replacement of electrotypes as soon as there is the slightest danger of blurred printing.

**T**HE Midwinter Conference of the American Library Association, held at the Drake Hotel, Chicago, December 30-January 1, was marked by a cheerfulness on the part of the attending librarians which has not been evident for years. Again and again one heard the statement, "We are buying books again"—good news for both publishers and librarians.

Much favorable comment was heard on the action of the American Library Association in establishing a new division at Chicago Headquarters as an aid to children's departments and school libraries. One of the most enthusiastically attended sessions of the conference was the open meeting of the A.L.A. Board on Library Service to Children and Young People, conducted by Jean C. Roos, of Cleveland, Chairman of the Board.

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L. J. L.

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**OUR HOLIDAYS IN POETRY.** Committee of the Carnegie Library School Assn., comp. xiv, 480p. Reprinted on thinner paper, bound in cloth, now \$1.25 postpaid.

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# Standard Catalog Monthly

A Selected List of Best Books—February 1936

**THE STANDARD CATALOG MONTHLY** is a list of not more than three hundred books a year recommended for first purchase in libraries. The books are selected by the staff of the **STANDARD CATALOG FOR PUBLIC LIBRARIES** with the cooperation of librarians and library associations who are working to improve the selection of books. The entries, with a selection of the more important notes, are taken from the **BOOK REVIEW DIGEST**. Most of the titles in the **MONTHLY** will later be included and analyzed in the annual supplement of the **STANDARD CATALOG FOR PUBLIC LIBRARIES**, a more comprehensive selection. Occasionally a book included here may be dropped later, because it is not always possible to get at once the final authoritative opinion as to the value of a book.

[A list of collaborators will be found in the September 1935 issue.]

## 000 General

**ABRIDGED** high school catalog; a sel. of 1200 books based on the Standard catalog for high school libraries: ed. by Zaldee Brown [and others]. (Standard catalog ser) 801p pa price on application Wilson, H.W.

027.3 School libraries (high school). Children's literature—Bibliography 35-27351

"This abridged edition of the Standard Catalog for High School Libraries includes about 1200 titles of books and is designed for the use of small schools. These titles represent the entries which were starred for first purchase in the 1932 edition of the unabridged Catalog and in the first, second and third supplements, 1933-1935. A few titles appearing in the main Catalog have been dropped because they have been replaced by later books or editions entered in the supplements." Pref.

Booklist 32:53 N '35

Wis Lib Bul 31:82 JI '35

## 500 Natural Science

**DITMARS, RAYMOND LEE**, and **BRIDGES, WILLIAM**. Snake-hunters' holiday: tropical adventures in search of bats and the bushmaster. 308p il \$3.50 Appleton-Century

591.5 Zoological specimens—Collection and preservation 35-18785

With the exception of the first and last chapters this book is the work of Mr. Bridges, once a reporter on the New York Sun and now curator of publications of the New York Zoological park. In 1934 Mr. Bridges, in the company of a young scientist, Arthur M. Greenhall, preceded Dr. Ditmars on the expedition to Trinidad which resulted in the capture of a bushmaster. This capture furnishes the climax of the book, but Mr. Bridges also tells of their experiences in collecting other snakes and frogs and in studying the habits of the vampire bat, and gives an account of a side trip to British Guiana. Index.

Booklist 32:56 N '35

+ Boston Transcript p4 O 5 '35 700w

Library J 60:826 N 1 '35 80w

"With all deference to Mr. Bridges' outstanding skill as a reporter, the best of the book is the last chapter, in which Dr. Ditmars tells how he brought back the deadly bushmaster snake to the Bronx Zoo. Dr. Ditmars is as effective in his handling of language as he is skillful in the handling of snakes, and Mr. Bridges, if we read him aright, is more so. At any rate, the collaboration is a happy one, for together these men have produced a book which has an appeal far outside the radius of its special subject." E. F. Allen

+ N Y Times p26 O 20 '35 600w

+ Sat R of Lit 12:12 O 26 '35 550w

"Dr. Ditmars contributed the first and last chapters of this breezy, thoroughly entertain-

ing, and competent account of the 'holiday,' in order to explain the expedition and to sum up its accomplishments and recount its concluding events. . . . Seldom has a scientific venture been so satisfactorily reported that one hesitates to lay the book aside until the last word has been read. Even for those who hold squirming, darting, or wriggling reptiles and insects in squeamish regard it will prove to be fascinating reading."

+ Scientific Bk Club R 6:2 O '35 270w

## 800 Literature

**SANFORD, MRS ANNE PUTNAM**, comp. 'New plays for Christmas. 269p \$2 Dodd

812.08 Christmas plays 35-17528

"Fourteen plays about Christmas in which 'an attempt has been made to meet the needs of dramatic groups for both religious and secular entertainments either in church, club or assembly hall. Plays of simple and inexpensive setting and costuming.' (Foreword) All but three require the payment of a royalty.

Booklist 32:59 N '35

Books p10 O 20 '35 40w

**SANFORD, MRS ANNE PUTNAM**, comp. Thanksgiving plays. 219p \$2 Dodd

812.08 Thanksgiving day—Drama. Children's plays 35-14709

Twelve plays appropriate for production by pupils of the upper grades and high school. The plays cover a wide variety of related subjects, but most of them deal with some phase of the Thanksgiving dinner ceremonial.

Booklist 32:47 O '35

"The 'Thanksgiving Plays' not only keep clear of hackneyed situations but get away from the usual exclusively New England treatment and place the action in other sections of the country as well. They are certainly up-to-date, one of the plays introducing a character 'on relief,' and another, by a clever trick, showing a modern family's Thanksgiving alternating with that of its ancestors." M. L. Becker

+ Books p10 O 20 '35 80w

"All the plays are easy to mount and though employing large casts suitable for different types of organizations, have small royalty charges. In reading these scripts one hopes that they will prove merely an incentive for progress onward and upward to better things."

+ Boston Transcript p2 O 16 '35 220w

## 900 History

**DURANTY, WALTER**. I write as I please. 349p \$3 Simon & Schuster [10s 6d Hamilton, H.]

947.084 Russia—History—Revolution, 1917.. Russia—Social conditions

In 1921 Walter Duranty went to Russia as special correspondent for the New York Times.

**DURANTY, WALTER—Continued**

This book contains his reminiscences of what he saw and did there during the next fourteen years.

Booklist 32:107 D '35

+ Books p3 N 3 '35 1300w

+ Boston Transcript p2 N 16 '35 1000w

"Mr. Duranty's reputation, as one of the leading special correspondents of the world, will be enhanced by this book even though it is less a coherent narrative than what may perhaps be termed inspired anecdote. From the wealth of his experiences in the last twenty years, he has given us a series of remarkable incidents which illuminate the scene he surveys; it is safe to say that many of them will figure in the footnotes of historians for years to come. His pages are always exciting, often amusing, and never insignificant."

H. J. Laski

+ New Statesman & Nation 10:525 O 12 '35 310w

"I Write as I Please" stirred, shocked, excited, convinced me as has no other book that has come out of the Russian scene since the earthquakes of 1917." Lewis Gannett

+ N Y Herald Tribune p19 N 4 '35 900w

+ N Y Times p5 N 17 '35 1650w

+ Sat R of Lit 13:6 N 9 '35 1600w

**SULLIVAN, MARK.** Our times; the United States, 1900-1925; v 6, The twenties. 674p il \$3.75 Scribner

973.9 U.S.—History—1898—

(30-30496)

Sixth volume in the series, covering Harding's administration and the early part of Coolidge's. There are also two chapters on literary trends and songs of the decade from 1920 to 1930, and seven chapters on events, books and plays of the years from 1919 thru 1925. For previous volumes see Standard Catalog for Public Libraries. Index.

Booklist 32:103 D '35

+ Books p5 N 10 '35 1200w

+ Boston Transcript p2 N 13 '35 900w

+ Chicago Daily Tribune p2 N 9 '35

+ N Y Times p3 N 17 '35 1450w

"Mr. Sullivan does not pretend to give us a well-rounded history. He omits, we should say, about four-fifths of the matters that future historians of the years 1920-25 will think important. He does not pretend to penetrate far beneath the surface. . . In short, we have here a jumbled, erratic, superficial, and decidedly journalistic record on some pages, an expert, documented, shrewd, and enlightening record on others, and a delightful book everywhere. The six volumes are an achievement of high merit. They have probably done more to interest people in American history than anything else written in our generation." Allan Nevins

+ Sat R of Lit 13:5 N 9 '35 900w

+ Spring'd Republican p7e N 10 '35

## 910 Geography and Travel

**ANDREWS, ROY CHAPMAN.** This business of exploring. 285p il map \$3.50 (12s 6d) Putnam

915.17 Mongolia—Description and travel. Explorers

In the first half of this book Dr Andrews answers the questions so often put to him, "How can I become an explorer, and what is there left to explore?" and then adds some random notes on the dangers of exploring, snakes, wild animals, superstitions, etc. The second half of the book contains a popular account of the author's expeditions into Central Asia in 1928 and 1930.

Booklist 32:103 D '35

"Eminently readable, packed with information, geological, geographical and generally scientific, translated into a conversational language thoroughly enjoyable, it testifies to the imaginative perception of a man whose business it is to dig five-foot shovel-tusked mastodons out of the earth, where they have reposed for six million years." H. A. Perry

+ Boston Transcript p2 O 23 '35 700w

"Andrews' book of reminiscence and anecdote about his Asiatic expeditions, even in the enumeration of hardships, makes the whole game of scientific exploration doubly fascinating." M. C. Scoggin

+ Library J 60:825 N 1 '35 60w

+ N Y Herald Tribune p21 O 15 '35 330w

## B or 92 Biography

**DELAND, MRS MARGARET WADE (CAMPBELL).** If this be I, as I suppose it be; il. by Dorothy Bayley. 227p \$2 Appleton-Century

B or 92 Authors—Correspondence, reminiscences, etc.

In an old family album Mrs Deland discovered a picture of a smug little girl taken in Allegheny, Pennsylvania, some seventy years ago. On the back was written "Maggie, aged six," and she realized with amazement that it must be of herself as a child. With the picture as a starting point she delved into the past and recalled the first years of her life, her first realization of the meanings of war, patriotism, love and other abstract ideas, and has presented a humorous and clear-cut picture of the mind of a child.

Booklist 32:107 D '35

+ Chicago Daily Tribune p23 N 2 '35 170w

"The book, in addition to being one of the most skillfully done and delightful of all Mrs. Deland's many books, with its resurrection of an interesting child against a charming background of Pennsylvania life in the Eighteen Sixties, makes an unusual and vital presentation of child psychology." F. F. Kelly

+ N Y Times p5 N 10 '35 950w

+ Spring'd Republican p7e N 3 '35 230w

**SANDOZ, MARI.** Old Jules. 424p il \$3 Little B or 92 Sandoz, Jules Ami. Frontier and pioneer life

35-27361

Jules Sandoz was a Swiss medical student, who after a quarrel with his family, emigrated to America and settled in western Nebraska about 1884. This biography by his daughter is the story of a wild, uncouth, eventful life—of fights with cattlemen and lawsuits, of the planting of crops and orchards, of four marriages and the coming of six children.

Booklist 32:85 N '35

+ Books p1 N 3 '35 1500w

+ Books p22 N 10 '35 350w

+ Boston Transcript p2 N 6 '35 850w

+ Chicago Daily Tribune p23 N 2 '35

"Miss Sandoz makes her father a very real, very vital figure. . . She avers in a Foreword that documentary proof is available for every episode of moment; and her calmly objective rattling of the family skeleton testifies to her sincerity. It is a powerful, distinctively American history of a man, a region and an epoch." K. C. Kaufman

+ Christian Science Monitor p10 O 30 '35

+ N Y Herald Tribune p13 O 31 '35 1100w

+ N Y Times p1 N 10 '35 1750w

"There is a good deal of America in 'Old Jules.' It is, heaven knows, an enthralling story. But it is more than that, and much deeper, it is an experience in citizenship."

Bernard DeVoto

+ Sat R of Lit 13:5 N 2 '35 1200w

+ Spring'd Republican p7e N 10 '35 750w

STEFFENS, LINCOLN. Boy on horseback; reprinted from The autobiography of Lincoln Steffens. 255p il \$2 Harcourt

B or 92

35-27284

Based on the first part of The Autobiography of Lincoln Steffens, this book is intended for young readers. It is the story of the author's boyhood in California of the 1870's, before the glamor of pioneer days had died. From the time when he was just big enough sit beside a driver the boy had wanted horse of his own. When he got his first horse he came the Boy on Horseback, and the book describes his adventures with his young friends in and around Sacramento.

Booklist 32:23 S '35

"An admirable story for boys, for it tells of his interest in horses, in people, and in the great open country where he learned the real values of life."

+ Horn Bk M 11:299 O '35 50w

"Written with gusto and humor, his record has a tonic quality which makes its reading a valuable experience." E. L. Buell

+ N Y Times p10 S 15 '35 450w

+ Sat R of Lit 12:44 O 5 '35 150w

## Fiction

ALDRICH, MRS BESS (STREETER). Spring came on forever. 333p \$2 Appleton-Century

35-18847

Interwoven stories of two German-American pioneer families who came to Nebraska in covered wagons.

Booklist 32:66 N '35

"Mrs. Aldrich's heart is deeply in the story, for she does her best writing in the tender moments of incident or emotion. She captures all the overtones of life on the early prairies, from the evanescent wild flowers trodden underfoot by the tired oxen of the westward caravan to the hurtling blasts of Easter blizzards. . . It is a book of clear characterizations, stirring narrative, insight and savor. It is as clean and refreshing as a strong spring wind." C. B. Sherman

+ Books p20 O 27 '35 600w

+ N Y Times p7 O 27 '35 750w

CHASE, MARY ELLEN. Silas Crockett. 404p \$2.50 Macmillan

The stirring story of four generations of a New England family: Silas, captain of a clipper, who took his wife with him on his voyages; son Nicholas, lost at sea in a storm; his son Reuben, who was captain of a passenger coast-steamer, and when that stopped running, of a ferry-boat; and his great-grandson Silas, who had to leave college to work in a herring-factory.

Booklist 32:109 D '35

+ Books p5 N 17 '35 1400w

"This is the epic of Maine sea-faring. It is quite possible that nothing will ever be written which will reveal so clearly the glory and the tragedy which befell the State. No one will read the book aright who finds in it only the story of the Crocketts. . . Much more vividly than in the past she has revealed the godly heritage of Maine people. What is equally to be noted is that so much richer is the content of this book, so much deeper its significances, and so much more skillful is it in technique, that there can be no valid comparison between this new novel and 'Mary Peters.' Not often can we hope to find the American scene and American character depicted with such importance and such complete understanding." D. L. Mann

+ Boston Transcript p1 N 16 '35 850w

+ Chicago Daily Tribune p17 N 16 '35

+ Christian Science Monitor p18 N 12 '35

+ N Y Herald Tribune p17 N 12 '35 850w

+ N Y Times p1 N 17 '35 1100w

"Less individualized and striking are the generations that knew the decline and disappearance of the supremacy of sail. With them, it is impossible to feel that Miss Chase in her commiseration has entirely escaped sentimentality, even though setting and historical scene remain clear and convincing. The end of her book, indeed, is unashamedly 'sweet' and does violence to the artistic integrity of the earlier part. But it is a good book. . . A heart-warming book. I liked it." Amy Loveman

+ Sat R of Lit 13:5 N 16 '35 550w

+ Springfield Republican p7e N 17 '35 750w

## Children's Books

BAILEY, CAROLYN SHERWIN. Children of the handicrafts; with lithographs by Grace Paull. 192p \$2 Viking press

"A book of true stories of boys and girls of our early history who had a share in the development of the handicrafts which helped build our civilization. The stories have been built from genealogical records, personal letters and diaries, rare village and county records, and a study of old maps that give them a flavor of their periods and an appeal for our present emphasis upon the arts and crafts." Prefatory note

Booklist 32:118 D '35

Horn Bk M 11:197 J1 '35 50w

"Each story has good atmosphere of time and place, and the book is a stunning piece of workmanship in itself."

+ Horn Bk M 11:353 N '35 60w

BROOKE, LEONARD LESLIE. Johnny Crow's new garden; drawn by [the author]. unp \$1.50 (4s 6d) Warne

35-19680

Johnny Crow, who gave his first party to the animals long ago, has now enlarged his garden, in order to include more animals. They cavort delightfully thru this book.

Booklist 32:118 D '35

+ Books p10 O 30 '35 500w

"No one enters more perfectly into the enchanted garden of childhood than Leslie Brooke, whose books have delighted thousands of children and will delight thousands more. 'Johnny Crow's New Garden' has all the charm and humor and freshness of invention of 'Johnny Crow's Garden,' published thirty years ago. No child should be allowed to grow up without making the acquaintance of all of the Johnny Crow books." A. T. E.

+ N Y Times p21 N 17 '35 300w

+ Sat R of Lit 13:27 N 16 '35 130w

REED, WILLIAM MAXWELL, and BRONSON, WILFRID SWANCOURT. Sea for Sam; ed. by F. C. Brown and Charles M. Brader, Jr. il. by Wilfrid S. Bronson. 360p \$3 Harcourt. 551.4 Ocean. Marine biology

35-27348

This companion volume to The Earth for Sam begins with an account of the origin of the oceans, and is followed by chapters explaining ocean currents, the actions of the waves, tides, and the composition of sea water. The eleven chapters on life in the ocean, covering bacteria, plants, shells and shellfish, mammals and fishes, are by Wilfrid Bronson, author of Fingerfins and Paddlewings. References and notes, and index.

Booklist 32:78 N '35

"Credit should go to Wilfrid S. Bronson, who not only did those corking, humorous, telling illustrations but wrote a third of the book. He does not seem to me to get the credit he deserves on the title page, for, if Mr. Reed is a good writer, Mr. Bronson, who

REED, W. M. and BRONSON, W. S.—*Continued* has contributed all the biological portions of the book, even surpasses him. The fascination of under-sea life has never been better done for young folks. . . . Altogether, it's a good book for any bright boy." D. C. Peattie

+ Books p12 N 17 '35 500w

+ — Horn Bk M 11:299 O '35 180w

Library J 60:827 N 1 '35 40w

"This is a welcome volume, containing as it does material not to be found elsewhere except on an adult level. . . . Mr. Reed writes

vivaciously as always, but it is pleasant to note that he has dropped for the most part the facetiousness that marred 'The Earth for Sam.' Although style and vocabulary could be still further simplified with advantage, 'The Sea for Sam' is easier reading than the two preceding Sam books and will be enjoyed by 10 and 11-year-olds. . . . The book is illustrated by many excellent photographs and line drawings." A. T. Eaton

+ N Y Times p10 N 3 '35 310w

N Y Times p10 N 17 '35 60w

+ Sat R of Lit 12:45 O 5 '35 100w

## The Mail Bag

(Continued from page 405)

bulwark. To the library profession, which she was proud to represent, her enthusiasm, her quiet determination, and tireless conscientious endeavor to give to those she was privileged to influence the best that the literary world and the library profession had to offer was an inspiring example of good stewardship.

Miss Douglas was born in Oswego, New York, in 1852. For many years she taught school in and near New York City. In 1913 she entered library work studying for four years under John Cotton Dana of the Newark, New Jersey, Public Library and former librarian of the Denver Public library. In 1917 she came to Colorado. Seeing in the little mountain resort a dearth of the pleasure she knew could be supplied by books, she set about organizing a library. She asked for books—and she asked for patrons. Both came. The result was the Evergreen Public Library.

When in three short years it had outgrown its quarters in an old store building, the city of Evergreen erected a building of native stone half way up the mountain side above the busy Mountain Parks highway and the Mission of The Transfiguration, overlooking the village and the Episcopal Conference grounds. That outlook represented her field of endeavor. The people—especially the children—whose home Evergreen was—the churchmen, laity and clergy, who came annually to the conferences at Hart House, and the tourists who were only passing by were a constant challenge and inspiration to her.

Her obligations did not end with serving them. She assumed the responsibility of seeing that they shared in the serving of others—not as a duty but as the same privilege she counted such service to be. The library was always dependent upon the contributions of friends and patrons. She believed gifts would come and they did—to the day she died.

Plans are now under way to carry on the work in her name. A memorial wing will be added to house the collection which she solicited—but accepted with such care and discrimination. These "tried and true" titles will form the nucleus of a collection which will for years to come richly supply the needs of the Summer Conference and tourist population who have come to depend upon it.

MILDRED ANNA KENNEY, *Reference Dept.*  
Denver (Colo.) Public Library

## English Letter

(Continued from page

mine of valuable information, the best books have come from your country. Two in particular have impressed me, Haines's *Living with Books*, and Gray and Leary's *What Makes a Book Readable*. The former was of course a classic from the day of its publication, and one rises from reading it feeling that the librarian has, after all, an important job to perform, and that book selection is a task calling for philosophy and considered judgment—a tonic one badly needs at times. Gray and Leary's book is for the few, and it is pioneer work, but it impressed me as a remarkable piece of research. I have never been an advocate of library schools, but I have been wondering lately if the methods of education in America do not give more opportunities for group research and make better research workers than our methods in England.

I have just received the preliminary program for the 59th Annual Conference of the Library Association. In case you are making arrangements for a visit to England, the Conference will be held at Hastings, June 8-12, 1936. The program promises to be a very interesting one, with papers on "The library and leisure," by Mr. L. R. McColvin, "Reading for youth," by Mr. Benson Thorne, and "What we do and why," by five members of the Assistant's Association with unusual jobs. These are only a few, of course, but a very wide net has been cast, and we should have some excellent fish in the form of papers.

FRANK M. GARDNER